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ABSTRACT

The computer search reprint provides abstracts of 150 references concerned with educational practices consistent with the Regular Education Initiative. Citations were selected from the ERIC (Educational Resources Information Center) and ECER (Exceptional Children Education Resources) databases. Introductory sections explain: how citations are arranged; what information is provided; how to locate actual copies of journal articles, documents, and products; and a sample reference. Also provided is a list of source journals with addresses and an ERIC Document Reproduction Service order form. Abstracts are arranged alphabetically by author within separate sections for each database. An additional section lists (without abstracts) 16 resources not currently in the databases. (DB)

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No. C581

Practices Consistent with the Regular Education Initiative

150 Abstracts -- April 1990

The Council for Exceptional Children
C Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, VA 22091

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SECTION I

Introduction

Introduction

This Computer Search Reprint is designed to introduce the student and/or researcher to the current literature in the field. The monograph consists of the following sections.

Section I: Introduction provides an overview of the contents of the Computer Search Reprint.

Section II: Resources on the Regular Education Initiative (REI) describes the series of three Super Search Reprints on the REI literature.

Section III: Understanding a Computer Search of ERIC and ECER Documents details the information necessary to productively use the bibliographic citations from the Educational Resources Information Center (ERIC) and Exceptional Child Educational Resources (ECER) databases. This section describes the arrangement of articles from ERIC and ECER and explains the DIALOG Information Services' printout format. Section III also informs readers how to locate actual copies of journal articles, documents, and other products listed in the search, and provides sample order forms for the ERIC Document Reproduction Service (EDRS).

Section IV: ERIC Abstracts and Section V: ECER Abstracts are reprints of on-line searches of the DIALOG Information Services System.

The ERIC and ECER abstracts cited above are supplemented by a further bibliographic listing in Section VI: Resources Not Currently in the Databases.

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SECTION II

Resources on the Regular Education Initiative

Resources on the Regular Education Initiative

Background

The idea of compiling a comprehensive annotated bibliography encompassing documents and articles in the ERIC and Exceptional Child Education (ECER) databases on the topic of the Regular Education Initiative (REI) originated in May 1988. Under the leadership of Thomas M. Skrtic, Chairperson of the ERIC Special Education/Regular Education Partnership Task Force, the project was launched by the ERIC Clearinghouse on Handicapped and Gifted Children. The objective was to identify and organize the REI literature into a usable resource document that could serve as the foundation for future research and discussion. Originally, there was to be one collection with several chapters. By the time the project was concluded, however, it was clear that the information would be more useful if it was divided into separate collections:

Efficacy of P.L. 94-142 and the Implementation of the LRE Concept

The Regular Education Initiative: Rationales For and Against

Practices Consistent with the Regular Education Initiative

Searching and Sorting

The first phase in the development of these documents entailed the task of sorting hundreds of abstracts from the ERIC database into categories. To accomplish this enormous task, Dr Skrtic enlisted the help of Research Assistant Professor Ron Wolf at West Virginia University. Originally the citations were sorted into fourteen categories of which seven were considered central to the issue at hand: P.L. 94-142 Efficacy; P.L. 94-143 Features; REI Proposals; REI Practices; Critique of REI Practices; Critique of REI Proposals; and Theoretical/Alternative Perspectives. In addition to sorting the existing citations into categories, Dr. Wolf and his team of graduate students identified additional resources to add to the original list.

The second phase of the work involved the printing of several separate smaller searches that included the selected documents from relevant categories. Six searches were created: Efficacy of P.L. 94-142 Implementation; REI: Rationales for and Explications of the Concept; REI: Specific Practices Consistent with the Concept; Critiques of the Regular Education Initiative; Critiques of Practices Associated with the Regular Education Initiative; and Theoretical Perspectives on the Concepts of Special Education and Disability.

The new set of searches were then sent to educators actively involved in the REI debate, as well as those who have been studying all aspects of P.L. 94-142 implementation.

Ten reviewers were invited to participate in the process. Because of the demanding nature of the task, not all reviewers were able to respond. Listed below are those who helped with the final selection and made suggestions for additional documents:

Steven R. Forness
University of California, Los Angeles

Alan Gartner
The Graduate School and University Center
of the City University of New York

Laurance M. Lieberman
Special Education Consultant
Newtonville, MA

John Lloyd
University of Virginia

Susan Stainback
University of Northern Iowa

Comments from each reviewer were carefully considered as ERIC staff molded the final documents into usable collections. Documents identified by reviewers as essential to the issues were searched for in both the ERIC and the ECER databases and added to the list of resources. In cases where the documents were not found, they appear without abstracts on a list of additional resources. These materials, for the most part, have been requested and will be abstracted for future editions of these searches. Many of the documents were too new to have been processed.

The final selection of three reprint topics resulted from the substantial overlap in certain categories. For example, documents dealing with the rationales related to the REI concept also deal with the theoretical and alternative perspectives that surround the issues.

The building of these search reprints would have been impossible without the professional contributions of those who donated their time and effort to the task. In addition to the reviewers named above, sincere appreciation is also extended to the following graduate assistants:

> Melody J. Tankersley, University of Virginia; Robin Bolling, Jean C. Faieta, Elizabeth Dooley, Lisa Bloom and Angela Humphreys-Lipinski, West Virginia University.

Other Products Available From The Council for Exceptional Children

No. M21 Alternative Views and Theoretical Applications in Special Education is an audiotape album containing eight presentations recorded at the 1989 CEC Preconvention Training Program in San Francisco, CA. Individual tapes include:

No. M10 Four Paradigms of Social Scientific Thought: Multiple Views of Special Education and Disability. Presenter: Tom Skrtic

No. M11 Special Education and Disability from a Functionalist View. Presenter: Tom Skrtic

No. M12 Special Education and Disability from a Structuralist View. Presenter: Sally Tomlinson

No. M13 Special Education and Disability from an Interpretivist View. Presenters: Diane and Philip Ferguson

No. M14 Special Education and Disability from a Humanist View. Presenter: Dwight Kiel

No. M15 Using the Radical Structuralist Paradigm to Examine the Creation and Use of Learning Disabilities. Presenter: Christine Sleeter

No. M16 Holism or: There is no Substitute for Real Life Purposes and Processes. Presenter: Lous Heshusius

No. M17 Toward a Metatheory of School Organization and Adaptability: Special Education and Disability as Organizational Pathologies. Presenter: Tom Skrtic

Other Audiotapes on Evolving Practices in Special Education

No. M18 Managing Change and Team Building. Presenter: Alan Coulter

No. M19 Accommodating for Greater Student Variance in Local Schools. Presenters: Richard Villa and Jacqueline Thousand

No. M20 Effective Supervision. Presenter: Stevan Kukic

Publications

R315 A Special Educator's Perspective on Interfacing Special and General Education: A Review for Administrators. David E. Greenburg

Order Products from:

The Council for Exceptional Children
Dept. KOO450
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660

SECTION III

Understanding a Computer Search of ERIC and ECER Documents

Understanding a Computer Search of ERIC and ECER Documents

This section provides information on:

(1) how to read citations from the ERIC and ECER databases.

(2) how to locate and/or order journal articles and other documents from libraries, ERIC Document Reproduction Service (EDRS), and University Microfilms International (UMI).

How Are Citations Arranged?

This Computer Search Reprint is derived from two databases: 1) the ERIC database which contains over 400,000 journal annotations and 300,000 education related document abstracts and, 2) the Exceptional Child Education Resources (ECER) database which supplements ERIC and contains more than 70,000 abstracts of published literature in special education. Because it is not possible to merge these databases, there are two sections to your search. The first section is drawn from the ERIC database and the second section includes additional abstracts from the ECER database. Each section is arranged alphabetically by author.

What Information is Provided?

Each reference contains three sections: bibliographic information, indexing information, and an abstract of the document. (NOTE: Journal article citations from the ERIC database, those with an EJ number, may have no abstract or only a brief annotation.

(1) The bibliographic section provides:

  a. Document identification or order number (ED, EJ, or EC)
  b. Publication date
  c. Author
  d. Title
  e. Source or publisher
  f. Availability (most documents are not available from the Clearinghouse or CEC)

(2) The descriptors and identifiers indicate the subject matter contained in the document.

(3) The abstract provides an overview of document contents.

Sample references are enclosed to clarify the various parts of a citation.

How Do You Locate Actual Copies of Journal Articles, Documents, and Products Listed in Your Search?

Four basic types of references will appear in your search:

(1) Journal articles
(2) Documents available from the ERIC system

(3) Commercially published materials
(4) Doctoral dissertations

Please note that CEC Information Services/ERIC Clearinghouse on Handicapped and Gifted Children does not provide copies of any of the documents or articles in your search except those published by CEC.

Journal Articles

Copies of journal articles can usually be obtained from one or more of these sources:

a. The periodical collection of a library
b. The journal publisher (see Source Journal Index enclosed for addresses of publishers)
c. University Microfilms International or other article reprint services

A reprint service is available from University Microfilms International (UMI) for many of the journals cited in your search. A note may appear in the citation that a reprint is available from UMI. If not, check the Source Journal Index enclosed, the journal list in the front of a recent issue of Current Index to Journals in Education (CIJE), or call UMI. Check the latest issue of CIJE for current UMI prices.

UMI articles are reproduced to approximately original size, to a maximum of 8 1/2 x 11 inches. All material on a page is copied, including advertising. Line drawings such as maps, tables, or illustrations are reproduced with close approximation to the originals. Photographs do not reproduce well, but arrangements can be made for special high-quality reproduction on photographic paper. The scheduled turnaround time from UMI is three days, and the price includes postage via first class mail.

Please include author, title of article, name of journal, volume, issue number, and date for each article required.

Send to:
Article Copy Service - CIJE
University Microfilms International
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Ann Arbor, MI 48106
800/521-0600

ERIC Documents

ERIC documents will have an ED number (ED followed by six digits) in the first line of the citation. Many of these documents are part of the ERIC Microfiche Collection. There are over 600 libraries in the U.S. which subscribe to the ERIC Microfiche Collection. In these libraries you can see and often make copies of these documents (for a minimal fee). If you would like to know the location of the ERIC Microfiche Collection nearest you, you can call CEC/ERIC at 703/264-9474.

Copies of most ERIC documents are also available from the ERIC Document Reproduction Service (EDRS). You can use the order form enclosed to order these documents. (Please note: The EDRS prices quoted in the citation may be out of date. Use the current EDRS order form enclosed to compute the correct price based on the number of pages of the document)

To find out if a document is available from EDRS, check the first line of the citation for an ERIC Document number (an ED followed by six digits). Occasionally, you will see ED followed by an abbreviation for a month and the letters RIE (e.g., EDJUNRIE). This indicates that the ED number was not available when the abstract was produced, but the document will be available from EDRS. Next to "EDRS" you may also find one of these notations:

Not available	- This document is not available from EDRS. Check the citation for another source of availability.
MF;HC	- The document is available from EDRS in either a microfiche or paper copy format.
MF	- The document is only available on microfiche.

Commercially Published Materials

Citations of commercially published materials (books, films, cassettes, training packages, and other materials) will include the publisher's name and address and a price (whenever possible). If you cannot find these materials in a library or resource center, they can be purchased from the publisher.

Doctoral Dissertations

Copies of doctoral dissertations may be purchased from University Microfilms International (UMI). The address for ordering, order number, and prices are provided in the citations.

If you have any questions about your computer search, you are welcome to call CEC/ERIC at 703/264-9474.

SAMPLE REFERENCES

ERIC Document

ERIC accession number (Use this number when ordering microfiche or paper copies.)

Clearinghouse accession number

Number of pages (Use this figure to compute cost of document from EDRS.)

ED166873 EC113364

Title → PROJECT S.P.I.C.E.: SPECIAL PARTNERSHIP IN CAREER EDUCATION. CAREER/EDUCATIONAL AWARENESS TEACHING MODULE.

Author(s) → EMERSON, DEBBY H., AND OTHERS

Institution(s) → VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.

Publication date → SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368 ← Additional information (such as legibility and related documents)

SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.

Bureau No.: 554AH70701

Grant No.: G0077C0050

EDRS MF, PC indicates document is available in microfiche and paper copy. See price codes chart on EDRS order form. → EDRS PRICE MF01/ PC06 PLUS POSTAGE.

Language: ENGLISH

Geographic Source: U.S./FLORIDA

THE CAREER/EDUCATIONAL AWARENESS TEACHING MODULE IS ONE OF A SERIES OF SIX MODULES PREPARED BY PROJECT SPICE (SPECIAL PARTNERSHIP IN CAREER EDUCATION) AS A MEANS OF PROVIDING CAREER AWARENESS INFORMATION TO EDUCABLE MENTALLY HANDICAPPED STUDENTS (AGES 11-TO-13 YEARS). AFTER AN OVERVIEW, A MIDDLE PROFILE IS PROVIDED WHICH CHARTS THE ACTIVITIES AND RESOURCES OR MATERIALS NEEDED. THE OBJECTIVES OF THE MODULE ARE TO ENABLE THE STUDENT TO NAME 10 WORKER TITLES, NAME THE SCHOOL SUBJECT MOST NEEDED BY EACH, NAME THE LEVEL OF EDUCATION REQUIRED FOR EACH FROM A LIST OF 10 WORKER TITLES, NAME THREE JOBS WHICH NEED THE MOST EDUCATION/TRAINING FROM A LIST OF 10 WORKER TITLES, AND NAME THREE JOBS WHICH NEED THE LEAST EDUCATION/TRAINING FROM THE SAME LIST. APPENDED ARE STUDENT RESOURCE MATERIALS. ALSO INCLUDED IS THE PROJECT SPICE ACTIVITY BOOK, WHICH WAS DESIGNED TO REINFORCE STUDENTS LEARNING. (PHR) ← Abstractor's initials

← Summary

Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS

Identifiers: *PROJECT SPICE/ *SPECIAL PARTNERSHIP IN CAREER EDUCATION

Identifiers—Indexing terms not included in the *Thesaurus of ERIC Descriptors*

Descriptors—Indexing terms from the *Thesaurus of ERIC Descriptors* (Asterisks indicate major concepts.)

*Note: EDRS MF indicates microfiche reproduction only

(over)

Commercially Published Material

Clearinghouse accession number

EC104089
Title → School Stress and Anxiety: Theory, Research and Intervention.
Author(s) → PHILLIPS, BEEMAN N.
Publication date → 1978- 165P. ← Number of pages
Publisher → HUMAN SCIENCES PRESS, 72 FIFTH AVE., NEW YORK, NY 10011
Price → ($9.95).
EDRS: NOT AVAILABLE

Indicates book is not available from the ERIC Document Reproduction Service.

Journal Article

Clearinghouse accession number

EC102984
Title → Teacher Identification of Elementary School Children with Hearing Loss.
Author(s) → NODAR, RICHARD H.
Journal title, volume, date, and pagination → LANGUAGE, SPEECH, AND HEARING SERVICES IN SCHOOLS; V9 N1 P24-28 JAN 1978; 1978-JAN 5P.
EDRS: NOT AVAILABLE

Indicates journal is not available from the ERIC Document Reproduction Service

ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current, April 1990).

** **Academic Therapy**, Pro-ed Journals, 8700 Shoal Creek Blvd., Austin TX 78758-6897

* **ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

Advanced Development, Snowpeak Publishing Co., Inc., P.O. Box 3489, Littleton, CO 80122

** **American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

* **American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

** **American Journal on Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402

** **Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

** **Annals of Dyslexia**, The Orton Dyslexia Society, 724 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

* **ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

** **Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

* **B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

* **Behavior Modification**, Sage Publications, 2111 W. Hillcrest Drive, Newbury Park CA 91320

** **Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King's Cross Road, London WCIX 9DH England

** **British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

** **Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

** **Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0299

* **Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

* **Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York NY 10010

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

* **Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

** **Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

** **Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

* **Developmental Medicine and Child Neurology**, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

** **Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

Educating Able Learners, GSI, *EAL*, P.O. Box 11388, Ft. Worth, TX 76110-0388

** **Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

* **Education and Treatment of Children**, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped, see RE:view

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

* **European Journal of Special Needs Education**, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, SL4 1DF, United Kingdom

The Exceptional Child, see International Journal of Disability, Development, and Education

** **Exceptional Children**, 1920 Association Drive, Reston VA 22091

* **Exceptionality: A Research Journal**, Springer-Verlag New York, Inc., 175 Fifth Avenue, New York NY 10010

** **Exceptional Parent**, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134

Focus on Autistic Behavior, Pro-ed, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

** **Focus on Exceptional Children**, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

** **Gifted Child Quarterly**, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30–Ste. 140, Circle Pines, MN 55014

** **The Gifted Child Today (GCT)**, P.O. Box 637, Holmes PA 19043

***Gifted Education International**, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, P.O. Box 209, Monroe, NY 10950

***Infants and Young Children**, Aspen Publishers, Inc., 1600 Research Blvd., Rockville MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

***International Journal of Disability, Development, and Education**, (formerly **The Exceptional Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

***International Journal of Rehabilitation Research**, Hans-Bunte–STR-18, D–6900 Heidelberg 1, Federal Republic of Germany

***International Journal of Special Education**, University of British Columbia, Vancouver BC V6T 1W5 Canada

Issues in Law and Medicine, P.O. Box 1586, Terre Haute IN 47808-1586

The Japanese Journal of Special Education, % Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

****Journal for the Education of the Gifted**, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515–2288

***Journal for Vocational Special Needs Education**, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of Abnormal Psychology, American Psychological Assn., 1200 17th St., NW, Washington DC 20036

*****Journal of Applied Behavior Analysis**, University of Kansas, Lawrence KS 66044

***Journal of Applied Rehabilitation Counseling**, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See Journal of Autism & Developmental Disorders)

***Journal of Autism & Developmental Disorders**, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

***Journal of Childhood Communication Disorders**, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

Journal of Clinical & Experimental Neuropsychology, SWETS North America, Inc., Box 517, Berwyn PA 19312

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

***Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

****Journal of Creative Behavior**, Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

***Journal of Early Intervention** (formerly **Journal of the Division for Early Childhood,**). The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02567

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

***Journal of Head Trauma Rehabilitation**, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

****Journal of Learning Disabilities**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735–8809

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

****Journal of Reading, Writing, & Learning Disabilities, International**, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation, National Rehabilitation Assn., 633 S. Washington St., Alexandria VA 22134-4193

***Journal of Special Education**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735–8809

****Journal of Special Education Technology**, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203

****Journal of Speech & Hearing Disorders**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

****Journal of Speech & Hearing Research**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

Journal of the Academy of Rehabilitative Audiology, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls IA 50614

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Avenue, Silver Spring MD 20910

****Journal of the Association for Persons with Severe Handicaps (JASH) (formerly AAESPH Review)**, 7010 Roosevelt Way, N.E., Seattle WA 98115

***Journal of the Division for Early Childhood, see Journal of Early Intervention**

****Journal of Visual Impairment and Blindness** (formerly **New Outlook for the Blind**), American Foundation for the Blind, 15 W. 16th St., New York NY 10011

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

****Language Speech & Hearing Services in Schools**, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

***Learning Disabilities Focus**, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

***Learning Disabilities Research**, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

****Learning Disability Quarterly**, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204

****Mental Retardation**, 1719 Kalorama Rd. NW, Washington DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canda T6G 2G5

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

***Music Educators Journal**, Music Educators Assoc., 1902 Association Dr., Reston VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

National Forum of Special Education, NFSE Journal, 1705 Plantation Drive, Alexandria LA 71301

Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

****Perspectives in Education and Deafness** (formerly **Perspectives for Teachers of the Hearing Impaired**), Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Physical Therapy, 1156 15th Street NW, Washington DC 20005

Pointer, See Preventing School Failure

***Preventing School Failure**, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

****Remedial and Special Education (RASE)**, PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating **Exceptional Education Quarterly, Journal for Special Educators, and Topics in Learning and Learning Disabilities**)

***Research in Developmental Disabilities** (combines **Analysis & Intervention in Developmental Disabilities and Applied Research in Mental Retardation**), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

****Re:view** (formerly **Education of the Visually Handicapped**), Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

****Roeper Review**, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

***School Psychology Review**, 300 Education Bldg., Kent State University, Kent OH 44242

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See Exceptional Child

****Social Work**, 49 Sheridan Avenue, Albany NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

****__Special Services in the Schools__, The Haworth Press, Inc., 12 West 32nd St., New York NY 10117-0200

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

**__Teacher Education and Special Education__, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213

**__TEACHING Exceptional Children__, 1920 Association Drive, Reston VA 22091

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

**__Topics in Early Childhood Special Education__, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

**__Topics in Language Disorders__, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

**__Volta Review__, 3417 Volta Place NW, Washington DC 20007

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*Copies of journal articles available from UMI, University Microfilms International, 300 N. Zeeb Rd., Ann Arbor, MI 48106, 800/732-0616.

*Journals monitored for CIJE.

**Copies of journal articles available from Multimedia, Ltd., 158 Pearl St., Toronto, Ontario M5H IL3.

***Copies of journal articles available from University of Kansas, Dept. of Human Development, Lawrence, KS 66045.

****Copies of journal articles available from Library Sales Representative, The Haworth Press, 75 Griswold St., Binghamton, NY 13904.

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SECTION IV

ERIC Abstracts

DIALOG File 1: ERIC - 66-90/FEB.

ED152017 EC104071
A Consumer's Guide to Personnel Preparation Programs: The Inservice Training of Regular Educators in Special Education.
Adamson, Gary; And Others
New Mexico Univ., Albuquerque.
Dec 1977
86p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
Grant No.: G007602994
EDRS Price - MF01/PC04 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAUG78
Target Audience: Practitioners

The consumer's guide presents information on 109 projects which provide inservice special education training to regular education personnel. The prospectus section contains an analysis of the projects as a group and is organized according to the various structures on inservice teacher education. Reviewed are the general trends in training, and highlighted are specific projects. Covered in this first section are the following topics: initiatives and geographic boundaries, collaboration, trainees and incentives, competencies, the training process, topics of training and disability categories, evaluation, dissemination, and funding sources. The section on programs lists each project by state and includes information on contacts, target trainees, disability areas, and training topics. Finally, the postscript shows geographical locations of projects, presents a list of products that have been developed, and concludes with a selected bibliography on inservice teacher education. (SBH)

Descriptors: Elementary Secondary Education; *Handicapped Children; Higher Education; *Inservice Teacher Education; *Institutes (Training Programs); *Program Evaluation; Program Guides; *Teachers

ED116372# EC080692
Making It Work: Practical Ideas for Integrating Exceptional Children into Regular Classes.
Aiello, Barbara, Ed.
Council for Exceptional Children, Reston, Va.
1975
112p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.: Pub-120
Available from: Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($5.50, Publication Number 120)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY76

Intended for special education and regular teachers, the guide contains brief articles on the nature of mainstreaming handicapped children; mainstreaming models at the preschool, elementary school, and secondary school levels; specific suggestions for setting up mainstreaming programs, and interviews with five persons involved in mainstream education. The definition, development, and characteristics of mainstreaming are discussed by Jack Birch. Specific programs are described by Eleanore Lewis (Lexington Nursery and Kindergarten School), Robert Prouty (the diagnostic/prescriptive teacher), and Maxine Counihan (Mark Twain Programs). Readings providing practical information on setting up mainstreaming programs include "How to Set Up a Resource Room with No Money, No Materials, No Nothing" (Barbara Aiello); "Juggling and a Resource Teacher's Time" (Aiello); "Managing Your Instructional Material Dollar" (Sandra Boland); "Preparing Children for a Handicapped Classmate" (Elizabeth Pieper); "A Collection of Criterion-Referenced Tests" (Joan Knapp); and "The Case for Integrated Schooling" (Lisa Blumberg). Also included are transcripts of interviews with five persons involved in mainstream education: an administrator, a resource teacher, a regular classroom teacher, the parent of a mainstreamed child, and a mainstreamed child. (DB)

Descriptors: Criterion Referenced Tests; Definitions; Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; Interviews; *Mainstreaming; *Program Descriptions; *Program Development; Resource Room Programs; *Resource Teachers; Teaching Guides

ED233540 EC160066
Perspectives on the Integration of Regular and Special Education: Eliminating the Knowledge Dichotomy at the University Level.
Aldinger, Loviah E., Ed.
Toledo Univ., Ohio. Coll. of Education and Allied Professions.
May 1983
41p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Grant No.: G008000881
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); COLLECTION (020)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN84
Target Audience: Teachers

Five papers describe ways to integrate knowledge from regular and special education at the university level. L. Hudson and M. Carroll ("The Preservice Teacher Experiences Variation in the Meaning Making of Handicapped and Nonhandicapped Learners") review adaptations in a competency based teacher education program to include information on high incidence handicapping conditions and simulation activities. "A Critique of Present Methods of Teaching Remedial

(cont. next page)

Mathematics" by G. Shirk and R. Geiman proposes an alternate approach which features ongoing diagnosis, evaluation of learning processes and consideration of preferred modes of input. In "Public Law 94-142: Equal Educational Opportunity at Last?" S. Snyder traces the American concern with common schooling. Implementaion of mainstreaming is the topic of the final two papers: "Individualizing Group Instruction in the Regular Classroom: A Mandate for Secondary Teachers" by C. Warger and M. Henning, and "Socialization as a Goal of Mainstreaming" by J. Ahern. (CL)

Descriptors: *Disabilities; Equal Education; Individualized Instruction; *Mainstreaming; Preservice Teacher Education; Socialization; *Teacher Education

ED181647 EC122559

Mainstreaming: A Practical Teacher In-Service Manual to Get from Here to There.

Archibald, David

Neshaminy School District, Langhorne, Pa.

[1978

67p.; Print on some pages may be marginally legible due to variable quality of original

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Pennsylvaia

Journal Announcement: RIEJUN80

Target Audience: Practitioners

Based on the experiences of the Neshaminy School District (Pennsylvania) in developing and providing inservice training for regular and special education teachers involved with mainstreaming gifted and handicapped children, the manual presents a general guide for setting up and providing specific materials and activities for mainstreaming inservice programs. Teacher competencies related to mainstreaming are discussed in terms of attitudes, knowledge, and skills. Aspects of inservice program administration examined include who presents the programs, what is presented, and what materials are to be utilized. Eight specific program activities are described, covering such facets of mainstreaming as profiling the handicapped learner, learning style and informal diagnosis, prescriptive teaching, evaluating the mainstreamed learner, accommodation in the regular classroom, districtwide special education, how it feels to have a handicap, and procedures for the integration of handicapped students. Program evaluation is also covered, and additional sources of information are provided. (DLS)

Descriptors: Educational Diagnosis; *Gifted; *Handicapped Children; Informal Assessment; *Inservice Teacher Education; *Mainstreaming; *Program Descriptions; *Program Development; Program Evaluation; Student Evaluation; Teacher Attitudes; Teaching Skills

Identifiers: *Neshaminy School District (Pennsylvania)

EJ315248 EA518599

Educators Team up to Help Students Learn.

Armbruster, Barbara; Howe, Clifford E.

NASSP Bulletin, v69 n479 p82-86 Mar 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUL85

Target Audience: Administrators; Practitioners

Describes the successful team-teaching model used to combat learning disabilities in Iowa City (Iowa) secondary schools. Regular and special education teachers work together with selected students in traditional classroom settings. The model promotes improvements in students' self-concepts, absence rates, and academic achievement, as well as in staff efficiency. (PGD)

Descriptors: Academic Achievement; Attendance; *Learning Disabilities; Secondary Education; Secondary School Students; *Special Classes; Special Education Teachers; Teachers; *Team Teaching

Identifiers: Iowa City School District IA

EJ244884 SP510758

Individualized Teaching Strategies and Learning Time: Implications for Mainstreaming.

Aufderheide, Susan K.; And Others

Physical Educator, v38 n1 p20-25 Mar 1981

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142)

Journal Announcement: CIJAUG81

Successful implementation of Public Law 94-142 demands that teachers have the skills necessary to plan an objective-based, individualized program. Research supports the use of individualized instruction in mainstreamed physical education classes. The concept of learning time gives teachers a way to evaluate their own teaching and their teaching environment. (JN)

Descriptors: Academic Achievement; *Aptitude Treatment Interaction; *Classroom Observation Techniques; *Disabilities Educational Research; *Individualized Instruction; Instructional Improvement; *Mainstreaming; Student Teacher Relationship; Teacher Behavior; Teaching Styles

Identifiers: *Academic Learning Time

EJ263945 CE512108

Special Units in Secondary Schools.

Bailey, J. S.

Educational Review, (Studies in Special Education) v34 n2 p107-12 Jun 1982

Language: English

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT82

A study was made of six special units for children with special needs in secondary schools with emphasis on the relationship of the units to the main school and the organizational and curricular issues which arise in promoting integration. Staff and pupils benefit from the units, and students with varied disabilities are better integrated as a result. (Author/JOW)

Descriptors: *Disabilities; *Mainstreaming; Secondary Education; *Special Classes; *Special Education; *Transitional Programs

Identifiers: *Special Needs Students

ED277529 RC016059

A Timely Option for Rural Education: Dual Certification for Special/Elementary Education.

Bell, David; Steinmiller, Georgine

Oct 1986

13p.; Paper presented at the Mid-America Association of Teacher Educators Mini-Clinic, Teacher Education: Models for the Future Conference (Columbia, MO, October 17-18, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Arkansas

Journal Announcement: RIEMAY87

Target Audience: Practitioners

To address rural schools' growing need for teachers who can teach in both elementary and special education, Arkansas College has begun a 4-year program of dual certification that will prepare teachers for elementary and special education assignments. Serving a largely rural area, Arkansas College has first hand experience with the problems facing rural schools and is especially sensitive to their needs. The college began to study the dual certification option because of repeated requests from area schools to provide teachers with the training to teach proficiently in more than one area. Many of these rural schools do not need a full-time special education teacher, but do need a teacher who can teach in this area for a portion of the day and at the same time have the training to work in another area for the balance of the day. Dual certification training will not only increase the regular teacher's effectiveness--the special education teacher will also be better prepared to work with students in the mainstream. Such teachers will know what the regular education teacher expects from the student and will better understand how to make the transition between regular and special education experience. A summary of public schools in a 10-county area and a sample academic program check sheet are attached. (JHZ)

Descriptors: Check Lists; Educational Needs; Elementary Education; *Elementary School Teachers; Higher Education; Institutional Characteristics; *Preservice Teacher Education; Rural Areas; *Rural Education; Rural Schools; Small Schools;

*Special Education; *Teacher Certification; Teacher Education Programs

Identifiers: Arkansas; Arkansas College; *Dual Certification

ED072598 EC051109

Prescriptive Teaching Workshop Resource Manual.

Bennett, Mildred E.; And Others

New Providence Board of Education, N.J.

1972

75p.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN73

The resource manual describes procedures for replication of a 1 year Prescriptive Teaching Workshop project, a Title III educational program designed to maintain the learning disabled elementary school child in the regular classroom with additional special workshop help in order to raise his academic achievement. Evaluation of the student is by a sample screening questionnaire and a listed test battery. Data tables give attitudinal assessments and achievement test scores of students in the model program both prior to and following workshop participation. Necessary personnel are said to include a director, a psychologist, a learning disability teacher consultant, and a social worker. Team teaching of regular and special education teachers is stressed. Sample evaluation and progress report forms are included. Workshop materials are listed as are publishers' addresses and prices. Cost effectiveness of the model program for 1 year is evaluated. Parent and community support of the workshop program is seen to be essential. An address is provided from which program information and a filmstrip may be obtained. (DB)

Descriptors: Academic Achievement; *Diagnostic Teaching; *Educational Programs; Elementary School Students; *Exceptional Child Education; Language Handicaps; *Learning Disabilities; Neurological Impairments; Perceptual Handicaps; Program Development; *Resource Materials; Workshops

EJ343967 EC190897

Identifying the Components of Success in Mainstreaming.

Bishop, V. E.

Journal of Visual Impairment and Blindness, v80 n9 p939-46 Nov 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJMAR87

A survey of regular and special education teachers, principals, parents, and visually handicapped students (total N=300) indicated the most important factors for successful

(cont. next page)

mainstreaming were a flexible teacher, peer acceptance and interaction, positive self-image, independence, family acceptance, inner motivation, available support personnel, and adequate special supplies and equipment. (Author/DB)

Descriptors: Administrator Attitudes; *Mainstreaming; Opinions; Parent Attitudes; Student Attitudes; *Success; Surveys; Teacher Attitudes; *Visual Impairments

EJ265223 SP511848

Competencies for Teaching Mainstreamed Students.

Blackhurst, A. Edward

Theory into Practice, v21 n2 p139-43 Spr 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJOCT82

Competencies required of mainstream classroom teachers were studied through a survey of 14 college and university teacher education programs, a study of 184 effective mainstream teachers, and a national study conducted by the American Association of Colleges for Teacher Education. Skills and abilities found to be important in the studies are described. (CJ)

Descriptors: Educational Strategies; Elementary Secondary Education; *Exceptional Persons; *Mainstreaming; Special Education; Teacher Education Programs; *Teacher Effectiveness Teacher Qualifications; *Teaching Skills

EJ175748 EC102480

Essentials of Special Education for Regular Educators

Blankenship, Colleen S.; Lilly, M. Stephen

Teacher Education and Special Education, 1, 1, 28-35 F 1977

Language: ENGLISH

Journal Announcement: CIJE1978

Available from: Teacher Education and Special Education, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. The article focuses on the preparation of regular teachers to deal with mildly learning disabled and behavior problem children. (CL)

Descriptors: *Behavior Problems; Elementary Secondary Education; Handicapped Children; *Inservice Teacher Education *Learning Disabilities; *Mainstreaming; *Teacher Education; *Teacher Role

ED074667 EC051514

A Guide for the Teacher of the Trainable Mentally Handicapped.

Blumenfeld, Jane; And Others

New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.

1970

345p.

Sponsoring Agency: Bureau of Education for the Handicapped

(DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC14 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG73

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

Descriptors: Academic Ability; *Behavioral Objectives; Communication Skills; *Curriculum Guides; *Exceptional Child Education; *Instructional Materials; Interpersonal Competence Mental Retardation; Perceptual Motor Coordination; Psychomotor Skills; Self Care Skills; *Trainable Mentally Handicapped; Vocational Education

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EJ348398 TM511635

Selecting Cooperative Learning Techniques: A Consultative Strategy Guide.

Bohlmeyer, Elaine Morton; Burke, Joy Patricia
School Psychology Review, v16 n1 p36-49 Spr 1987
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAY87

Nine cooperative learning techniques are described and classified according to the following categories: (1) type of subject matter; (2) nature of student interdependence; (3) interaction among cooperative groups; (4) method of grouping students; (5) basis for evaluation and reward; and (6) practical requirements for implementation. The academic and social benefits of cooperative learning are reviewed. (JAZ)

Descriptors: Classification; *Cooperation; *Counselor

(cont. next page)

Teacher Cooperation; Elementary Secondary Education; *Group Dynamics; *Grouping (Instructional Purposes); *Instructional Design; Instructional Effectiveness; *Learning Strategies; Learning Theories; Mathematics Instruction; School Psychologists

Identifiers: *Cooperative Learning

EJ260830 TM506799

Classroom Management in Elementary Mainstreaming Classrooms.

Borg, Walter R.; Ascione, Frank R.

Journal of Educational Psychology, v74 n1 p85-95 Feb 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); EVALUATIVE REPORT (142)

Journal Announcement: CIJJUL82

This research was aimed at adapting the Utah State University Classroom Management Program for use in elementary mainstreaming classrooms and evaluating the program's effectiveness in changing teacher and pupil behavior. The program appears to be powerful in changing teacher behavior and an effective classroom management training tool. (Author/AL)

Descriptors: *Classroom Techniques; Control Groups; Elementary Education; *Elementary School Teachers; Experimental Groups; *Mainstreaming; Program Effectiveness; *Student Behavior; *Teacher Behavior; *Teaching Skills

Identifiers: *Utah State University Classroom Management Program

EJ099443 EA505071

Mainstreaming Atypical Students Within a MUS/E Organizational Framework

Bornstein, Leonard; Lowy, Alan

Research Bulletin, 19, 3, 20-22 Spr 1974

Language: ENGLISH

Journal Announcement: CIJEABST

The flexibility inherent in the multi-unit school organizational plan has been instrumental in making possible the placement of special education students in regular classrooms for a portion of their daily instructional program. This provides unusual opportunities for academic, emotional, and social growth heretofore unavailable to these students. (Author/DN)

Descriptors: Educational Innovation; Elementary Schools; *Mainstreaming; *Multiunit Schools; *Regular Class Placement; *School Organization; *Special Education; *Teaching Methods

Identifiers: New Jersey

EJ308458 EC170967

Integration of Severely Handicapped Students and the Proportion of IEP Objectives Achieved.

Brinker, Richard P.; Thorpe, Margaret E.

Exceptional Children, v51 n2 p168-75 Oct 1984

Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR85

An investigation of the educational impact of integration of severely handicapped students revealed that over and above functional level, degree of integration, as measured by interaction with nonhandicapped students, was a significant predictor of educational progress, as measured by the proportion of individualized education program objectives met. (Author/CL)

Descriptors: Elementary Secondary Education; *Individualized Education Programs; *Mainstreaming; Program Effectiveness; *Severe Disabilities

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ED133985 EC092996

Summative Evaluation: Behavior Management Training Program. Technical Report 31.2.

Brownsmith, Keith; And Others
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Feb 1976
68p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-9-242178-4149-032
EDRS Price - MF01/PC03 Plus Postage.
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN77
Target Audience: Practitioners

Presented is the technical report of the Center for Innovation in Teaching the Handicapped behavior management training program designed to provide 86 regular and special education teacher-trainees with the skills necessary for dealing with classroom deviance. Reviewed in part I are the program's purpose (provide training in class management), objectives (which include to increase knowledge of control techniques), and descriptions of the 11 training modules. Outlined in Part II is the purpose of evaluation. The evaluation design is described in part III in terms of the population involved, the measures used, and administration of modules. In part IV, results are presented in table form and discussed for each of the following areas: attitudes toward the program; students' attitudes toward specific program components; trainees knowledge/skills before and after the program; findings from criterion tests administered after each module; frequency of use of various control techniques; findings from simulation exercises; and findings from structured interviews and open-ended questions/comments. In the final section, it is concluded that the training package was viewed by students as a good vehicle for training; that roleplaying was viewed as fundamentally helpful but should perhaps be varied with other formats; and that trainees felt they would like to know more about situational variables with

(cont. next page)

respect to the management problems and data on specific ramifications of the control techniques. Appendixes include sample questionnaires and tests, a list of behavior management control techniques demonstrated and simulated interview questions. (SBH)

Descriptors: Behavior Change; *Behavior Problems; *Classroom Techniques; *Contingency Management; Elementary Secondary Education; Emotional Disturbances; Exceptional Child Research *Program Evaluation; Special Education Teachers; *Teacher Education; Teachers

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ED133984 EC092995

Evaluation of the Affective Education Training Program. Final Report 18.3.

Brownsmith, Keith; And Others

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Feb 1976

72p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: OEG-9-242178-4149-032

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN77

Presented is the final report of the Affective Education Training Program, designed to help regular and special education teachers become aware of, interested in, and skilled at dealing with cognitive and affective concerns--such as the "classroom climate"; the merging of affective and cognitive learning; and human feelings, needs and behaviors. Covered in part I are the program's purpose (to humanize education) and objectives (nine statements beginning with an objective for the teacher, and followed by an expected student outcome). The purpose of formative evaluation is briefly outlined in part II. Evaluation procedures are described in part III in terms of the population, measures used, administration of teacher workshops, and administration of measures. In part IV, results are presented in table form and discussed for the following areas: attitude toward training package; teachers' attitudes about feelings, needs, and interpersonal interaction in the classroom; understanding of content; expected and actual use of techniques presented in the package; and open ended comments about the package. Among conclusions and recommendations given in part V are that the content of the Affective Education Training Program is sufficiently interesting for the package to be disbributed to the field; and that the audiotape be edited so that terms foreign to the average teacher be omitted or clearly defined. Appendixes include statistical data and sample questionnaires. (SBH)

Descriptors: Elementary Secondary Education; Exceptional Child Research; *Handicapped Children; *Humanistic Education; *Inservice Teacher Education; *Program Evaluation; Questionnaires; Special Education Teachers; *Teacher Attitudes ; Teachers; Teacher Workshops

ED215997 SP020151

Collaborative Planning Guide for Personnel Development. Organizing for Change Through Planning.

Burrello, Leonard C., Ed.; And Others
National Inservice Network, Bloomington, Ind.
Sep 1981
280p.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Grant No.: G00781840
EDRS Price - MF01/PC12 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Indiana
Journal Announcement: RIESEP82
Target Audience: Practitioners

The purpose of this planning guide is to assist state, local, and university personnel involved in the design, development, and evaluation of staff development or other areas of school improvement. It represents a compilation of the learnings from the National Inservice Network's project work in Colorado, Indiana, and Maine from 1978-1981. Each state designed a statewide planning process or model to assist local administrators and teachers of regular and special education to come together to plan, implement, and exchange staff development activities. Fundamental to the planning process was local ownership, problem solving, ongoing structures, resources, and collaboration. This guide provides information on strategies that may be used in team development, needs assessment, program development, program evaluation, and implementation. Sections contain information on concerns of users of this guide about: (1) the model; (2) principles that form the basis for the model; (3) goals of the model; (4) users of this model; (5) needs that are addressed in the planning process; (6) other purposes that are served by the planning process; (7) requirements for implementing the model; (8) how local agencies are identified and selected; (9) kind of training needed for a core training team; (10) how participants are identified and selected to be part of the local planning team; (11) instructional topics and strategies used; (12) how instructional sessions are provided; (13) what follows planning; (14) what is needed to implement and maintain the plan; (15) how the model is evaluated; and (16) how the effort might be funded. (JD)

Descriptors: *Agency Cooperation; *Cooperative Planning; Educational Change; Educational Improvement; Elementary Secondary Education; Inservice Teacher Education; Needs Assessment; *Program Development; Program Evaluation; School Districts; *Staff Development; State Agencies; *Statewide Planning

DIALOG File 1: ERIC - 66-90/FEB.

EJ366045 EC201635

A Classroom-Based Model for Assessing Students with Learning Disabilities.

Bursuck, William D.; Lessen, Elliott

Learning Disabilities Focus, v3 n1 p17-29 Fall 1987

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUN88

Target Audience: Practitioners

The article describes C-BAID (Curriculum Based Assessment and Instructional Design), a school-wide curriculum-based assessment system which identifies the learning problems and appropriate programming for elementary grade students with learning disabilities. The system consists of three parts: academic skill probes, work habits observation, and an inventory of the classroom environment. (Author/DB)

Descriptors: Academic Achievement; Classroom Environment; *Curriculum Development; *Diagnostic Teaching; *Educational Diagnosis; Elementary Education; *Learning Disabilities; Models; *Student Evaluation; Study Habits

Identifiers: *Curriculum Based Assessment

ED187076 EC124341

Mainstreaming Special Educators: Interface between Regular and Special Education.

Candler, Ann; Sowell, Virginia

Apr 1980

17p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-42).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)

Geographic Source: U.S.; Texas

Journal Announcement: RIEOCT80

The paper focuses on the enhancement of the interface between regular educators and special educators with particular emphasis on effective mainstreaming of special education students. It is pointed out that for the interface to take place, positive interpersonal relationships, cooperative teaching conditions, and specific strategies and techniques for assisting the student in transition from special education to regular education are necessary. An agenda for conferences between regular and special class teachers is outlined; information regarding cooperative planning, shared classroom procedures, and innovative techniques is discussed; and the importance of student motivation is stressed. (SBH)

Descriptors: *Cooperative Planning; *Disabilities; Elementary Secondary Education; *Mainstreaming; Teacher Attitudes; *Teamwork

ED273602 SP027961

Effective Programming for Student Teachers in Special Education.

Chang, Moon K.

Oct 1985

14p.; Paper presented at the National Conference of the Society of Educators and Scholars (10th, Teaneck, NJ, October 4-5, 1985).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S; Nebraska

Journal Announcement: RIEJAN87

Existing four-year teacher preparation programs for special education teachers can be improved in several ways through adjustments to the current curricular and experiential requirements. General and liberal education courses should be required and spread out over the entire undergraduate years (rather than concentrating such courses into the freshman year). During the freshman year, students should take courses in study skills, how to read research studies, and categories of exceptionalities. During the sophomore year, students must begin taking courses in their subject specialization, and then take curriculum and methods courses along with theory courses during the junior year. Adding more courses to an already overcrowded curriculum is not effective, but restructuring present courses may be. Mini-courses within a large course could be arranged for intensive study of a certain topic. In terms of teaching experience, freshman year students should begin visiting both regular and special education classes, and should begin participating in classroom teaching by their sophomore year. Simulation laboratories would provide good experience for the student teachers, who should be supervised by competent faculty and classroom teachers. Student competence must be measured throughout the teacher preparation program. (CB)

Descriptors: *Education Courses; *Education Majors; Higher Education; *Preservice Teacher Education; *Program Improvement ; Special Education; *Special Education Teachers; Teacher Education Curriculum; *Teacher Education Programs; Teaching Experience

ED102786 EC071474

Minimum Objectives: A Measurement System to Provide Evaluation of Special Education in Regular Classrooms.

Christie, Lu S.; McKenzie, Hugh S.

1974

33p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUL75

Discussed is the use of minimum behavioral objectives to provide evaluation of special education in regular classrooms.

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Literature which supports the mainstreaming of moderately handicapped children is reviewed briefly. Application of the behavioral model of education on the community level is considered in terms of the basic skills which comprise essential education and the accountability of professional educators. Handicapped children are viewed as those eligible for special services involving changes in the teaching/learning environment. Five assumptions (such as the accountability of the school and community for the child's acquisition of skills) which undergird the concept of minimum objectives are explained. Suggestions are given for developing systems of minimum objectives for student progress within a school year and over a period of years. Use of intervention to accelerate rate of mastering minimum objectives is described, and its application with a 12-year-old girl deficient in math skills is explored. Pointed out is the usefulness of minimum objectives systems in determining eligibility for special education services, in evaluating the effectiveness of those services, and in determining when a child no longer requires special services. Attention is also given to the benefits of a minimum objectives system for gifted students and to the challenge of developing objectives for social behaviors. (LS)

Descriptors: *Accountability; *Behavioral Objectives; Exceptional Child Education; *Handicapped Children; Intervention; *Mainstreaming; Measurement Techniques; Program Evaluation; Sequential Learning; Skill Development; *Student Evaluation

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ED274134 EC190608

A Profile Analysis of the Implementation of a Special Education Service Model by Teachers and Principals.

Crealock, Carol M.

Apr 1986

24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: Canada; Ontario

Journal Announcement: RIEFEB87

A 3-year study of the processes used to implement Bill 82 (an amendment to the Education Act that provides more effective education for special needs students in Ontario) was reported. Structured interviews were conducted yearly with 59 regular and special education teachers and 26 principals from 26 elementary and secondary schools under the jurisdiction of three school boards in Ontario. Implementation was evaluated along six dimensions of a special education service model: (1) identification and placement; (2) program planning and objectives; (3) program modification and implementation; (4) review of student placement and progress; (5) communication among relevant people (e.g., students, staff, parents, school board members); (6) evaluation of services. Major areas of improvement were reported in identification, referral, and assessment procedures, in the variety of resources and instructional strategies used, and in monitoring student progress after placement. Areas of concern focused largely on programming and evaluation. Positive changes over the 3-year period were said to be influenced by four factors: quality and experience levels of principals and teachers; the degree of school board effort to implement changes mandated by Bill 82; school size, or level (smaller, elementary schools had higher levels of implementation); and regular contact with special education students by principals and teachers. (JW)

Descriptors: Accountability; Board of Education Role; *Compliance (Legal); *Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; Legal Responsibility *Program Implementation

Identifiers: *Bill 82 (Ontario); Ontario

EJ256499 EC140742

Competencies for Mainstreaming: Problems and Issues.

Crisci, Pat Eva

Education and Training of the Mentally Retarded, v16 n3 p175-82 Oct 1981

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJMAY82

Research on competencies needed by regular and special education teachers to enhance the integration of handicapped students is reviewed, and found to be limited. Changing roles and perceptions of regular and special educators are noted, as are findings of inservice attempts to develop mainstreaming skills. (CL)

Descriptors: *Disabilities; *Inservice Teacher Education; *Mainstreaming; Special Education Teachers; Teacher Attitudes *Teacher Education; *Teaching Skills

ED198143 SP017600

Problems and Issues in Developing Competencies for Mainstreaming.

Crisci, Pat Eva

1980

37p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070)

Geographic Source: U.S.; Ohio

Journal Announcement: RIEJUN81

Target Audience: Practitioners

Selective research studies were examined to determine the competencies necessary for successfully mainstreaming handicapped students. An understanding was sought of: (1) the problems associated with competency development for mainstreaming situations; (2) the areas of training for both regular and special education personnel; and (3) the interrelationships among competencies in regular and special

(cont. next page)

education. Competencies in specific abilities, skills, and techniques are identified. Administrator responsibilities are discussed with particular emphasis on dealing with teacher burnout resulting from the stresses that accompany mainstreaming situations. Suggestions are made for curricular reform in schools of education that will prepare special and regular teachers for mainstreaming and also for the development of significant inservice programs. (JD)

Descriptors: *Administrator Responsibility; Classroom Techniques; *Competence; Diagnostic Teaching; Disabilities; Internship Programs; *Mainstreaming; Needs Assessment; Postsecondary Education; Program Development; Program Implementation; Special Education Teachers; Stress Variables; Student Evaluation; Teacher Attitudes; *Teacher Education Programs; Teacher Educators; *Teacher Responsibility

EJ178888 CE507490

Special Education's Dilemma--Integration of the Handicapped Into Vocational Programs

D'Alonzo, Bruno J.; Barrett, J. C.
Illinois Career Education Journal, 34, 3, 45-7 W 1977
Language: ENGLISH
Journal Announcement: CIJE1978

Discusses trends and issues in developing innovative delivery systems designed to service special education students in regular and vocational programs, the impact of recent legislation on vocational education, and developing an integrated academic-vocational program. (TA)

Descriptors: *Career Development; Career Education; *Curriculum Development; Educational Legislation; *Educational Needs; *Educational Strategies; *Mainstreaming; Special Education; *Vocational Education

ED286640 PS016848

The Effects of Familiarity on the Success of Children's Help-Seeking.

DeCooke, Peggy A.; Nelson-Le Gall, Sharon
Apr 1987

21p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEFEB88

Intensive observation of the helping interactions of 40 children in the third through fifth grades of five Pittsburgh, Pennsylvania area schools was conducted for the purpose of assessing the impact of familiarity on the success of children's help-seeking from peers. The amount of visual regard that children received from peers was also assessed. Three types of students were selected for participation: 15 students from resource rooms, 15 students mainstreamed from self-contained classrooms, and 10 students who spent all of their instructional time in the mainstream. Students from resource rooms differed from those from self-contained classrooms in the extent to which they were exposed to regular students in instructional settings. Findings suggested that the relative lack of help-seeking success experienced by the self-contained classroom students was due to a tendency on the part of those students to make fewer requests than their classmates, and to have even fewer of their requests accepted by other students in the mainstream classroom. The familiarity of students from self-contained classrooms and resource rooms to their classmates covaried positively with others' acceptance of their help-seeking requests. Students in the regular classroom directed more of their visual regard to students from resource rooms than to students from self-contained classrooms. The more visual regard children received from classmates, the more likely they were to have their helping requests accepted. (Author/RH)

Descriptors: *Disabilities; Elementary Education; *Elementary School Students; *Mainstreaming; *Peer Relationship; Resource Room Programs; Self Contained Classrooms; *Success

Identifiers: Acceptance; *Familiarity; *Help Seeking

EJ334351 EC182442

Classwide Peer Tutoring.

Delquadri, Joe; And Others

Exceptional Children, v52 n6 p535-42 Apr 1986

Special Issue: In Search of Excellence: Instruction that Works in Special Education Classrooms.

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJAUG86

A discussion of classwide peer tutoring as an effective instructional procedure is organized into three major sections: (1) general principles of instruction, (2) description of classwide peer tutoring procedures, and (3) review of effectiveness data concerning classroom process and student achievement outcome. (Author/CL)

Descriptors: Academic Achievement; *Disabilities; Elementary Secondary Education; Group Instruction; *Peer Teaching; Program Effectiveness; *Teaching Methods

ED207978 SP018958

Toward a Research Base for the Least Restrictive Environment: A Collection of Papers.

Denemark, George, Ed.; And Others

Kentucky Univ., Lexington.

Jan 1981

168p.; For related documents, see SP 018 172 and SP 018 554.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

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DIALOG File 1: ERIC - 66-90/FEB.

Grant No.: G007801072
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); SERIAL (022)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEFEB82

The eight papers in this compendium were commissioned from faculty and staff members to provide a research and theoretical base for selected components of a University of Kentucky report on a teaching experience involving mainstreamed elementary school children. That experience was reported in "Perspectives of an Ivory Tower Realist," a monograph written by Catherine V. Morsink. Authors are from the University's Departments of Curriculum and Instruction, Educational Psychology and Counseling, Social and Philosophical Studies, Special Education, and the Office of the Dean. Educating handicapped children in the least restrictive environment was the theme of all of the papers, which reflected components of the knowledge base in one or more of four areas: teaching basic skills; classroom management; individualized instruction; and professional values. Articles are included on: (1) educational program evaluation: an overview of data based instruction for classroom teachers; (2) individualizing instruction in the mainstreamed classroom: a mastery learning approach; (3) the relationship between teacher attitudes and values in mainstreaming the minority child; (4) a model for reading instruction of children with learning disabilities based on functional literacy; (5) teaching spelling and writing skills in the mainstreamed elementary classroom; (6) crisis intervention: behavior management of mildly handicapped children in a mainstreamed setting; (7) mainstreaming: implications for regular teachers and special education teachers from research in general classroom management; and (8) values, cultural diversity, and classroom practice: the dilemma of unfulfilled expectations. (JD)

Descriptors: *Classroom Techniques; Crisis Intervention; Cultural Differences; Elementary Education; *Functional Literacy; Individualized Education Programs; *Individualized Instruction; *Mainstreaming; Mastery Learning; Minimum Competencies; Program Evaluation; Student Behavior; Teacher Attitudes; *Teacher Education; *Teacher Effectiveness; Values Writing Instruction

EJ359417 EC200195

Curriculum-Based Measurement, Program Development, Graphing Performance and Increasing Efficiency.

Deno, Stanley L.; And Others
Teaching Exceptional Children, v20 n1 p41-47 Fall 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJAN88
Target Audience: Teachers; Practitioners

Four brief articles look at aspects of curriculum based measurement (CBM) for academically handicapped students including procedures of CBM with examples, different approaches to graphing student performance, and solutions to the problem of making time to measure student progress frequently. (DB)

Descriptors: *Diagnostic Teaching; Elementary Secondary Education; Informal Assessment; *Mild Disabilities; *Recordkeeping; Student Evaluation; Teaching Methods; *Time Management

Identifiers: *Curriculum Based Assessment

EJ352555 EC192400

Developing Curriculum-Based Measurement Systems for Data-Based Special Education Problem Solving.

Deno, Stanley L.; Fuchs, Lynn S.

Focus on Exceptional Children, v19 n8 p1-16 Apr 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); POSITION PAPER (120)

Journal Announcement: CIJAUG87

Procedures for developing curriculum-based measurement (CBM) systems are presented as an approach to special education problem solving. CBM procedures are discussed within the context of a decision-making matrix, focusing on "what" and "how" to measure and how to use data. An example applies the method to reading-aloud performance. (KM)

Descriptors: Academic Achievement; Decision Making; Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Measurement Techniques; Problem Solving; Reading Aloud to Others; Reading Difficulties ; *Student Evaluation; *Test Construction; Test Interpretation ; Test Reliability; Test Validity

Identifiers: *Curriculum Based Measurement

EJ319910 EC172882

The Teaching Interaction: A Systematic Approach to Developing Social Skills in Disruptive and Non-Disruptive Students.

Downs, John; And Others

Techniques, v1 n4 p304-10 Apr 1985

Journal Availability: see, EC 172 878.

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJOCT85

Target Audience: Practitioners

The Teaching Interaction approach, a 10-step procedure designed to help regular and special education students learn appropriate social and school-related behaviors, is a positive approach to discipline and can be used by any member of an educational staff. Interactions begin with an expression of affection and incorporate descriptions of the appropriate

(cont. next page)

behavior and feedback. (Author/CL)

Descriptors: Behavior Problems; *Disabilities; Elementary Secondary Education; *Interpersonal Competence; Teaching Methods

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ED102790 EC071478

The Challenge of Special Education in Regular High School Classrooms: Applications of the Behavioral Model.

Egner, Ann
1974
19p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUL75

Presented are three examples of the use of the behavior model to provide special education within regular high school classrooms. The first example describes a math teacher's use of minimum objectives and free-time reinforcement in individual contingency and team contingency situations to motivate students to complete assignments. It is explained that more students consistently completed their daily work when they could earn time off together rather than individual free time. Focused on in the second example is a vocational teacher's use of self-paced instructional units to teach math skills necessary for completion of course projects to students who would otherwise have been denied entry into the class. The third example recounts a team effort (including four teachers, a guidance counselor, and other personnel) to develop an individualized program for a 12-year-old boy with problems such as poor school attendance and disruptive behavior. Results of application of time out contingency for disruptive behavior, and free-time reinforcement for completed assignments are reported to include positive changes in the boy's attitude toward school, and improvement of reading skills by two grade levels in 65 days. (LS)

Descriptors: *Behavioral Objectives; *Behavior Change; Exceptional Child Education; Learning Disabilities; *Mainstreaming; Mathematics; Motivation; *Operant Conditioning ; Positive Reinforcement; Program Descriptions; Secondary Education; *Underachievement; Vocational Education

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ED095688 EC062798

Individualizing Junior and Senior High School Instruction to Provide Special Education Within Regular Classrooms; The 1972-1973 Research Service Reports of the Secondary Special Education Project.

Egner, Ann, Ed.
Vermont Univ., Burlington. Coll. of Education.
1973

195p.; Prepared with the cooperation of the Burlington, Chittenden Central, and Chittenden South school districts; Some pages may not reproduce clearly

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education,

Montpelier. Div. of Special Education and Pupil Personnel Services.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJAN75

Presented are 19 research reports which apply the philosophy of the consulting teacher program at the University of Vermont to provide special education individualized services within regular classrooms for Junior and Senior High School Students with academic and behavioral problems. Included are an overview of the consulting teacher program and a summary of the secondary special education project for school years 1972 and 1973, which emphasize the role of the consulting teacher in the training of the regular class teacher to work with exceptional secondary school students. The research projects, which were conducted in three Vermont school districts, focus on the use of behavior modification, contingency contracting, and token economies for remediation in areas such as language arts, mathematics, reading, self discipline, and study behavior. Research titles include: "Teaching Self Discipline Through Contingency Contracting," "A Multiple Baseline Analysis Of A Token System On Reading Comprehension," and "Increasing The Arithmetic Performance Of Two Ninth Grade Students Using Teacher Praise and Immediate Knowledge Of Results." (BA)

Descriptors: *Behavior Change; Behavior Problems; Consultants; *Exceptional Child Research; Individualized Instruction; *Learning Disabilities; *Mainstreaming; Operant Conditioning; Program Development; Remedial Programs; Resource Teachers; *Secondary School Students; Teacher Education
Identifiers: *Vermont

ED185725 EC123535
Mainstreaming of the Special Education Pupil into Regular Physical Education.
Englar, Greg
Nov 1979
11p.; Paper presented at the California Federation Conference, The Council for Exceptional Children (Anaheim, CA, November 1979). Best copy available.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIESEP80

Presented at the California Federation Conference of The Council for Exceptional Children in 1979, the paper discusses the mainstreaming of handicapped students into regular physical education classes. The need for and purpose of mainstreaming handicapped students into regular physical education classes are examined, and specific mainstreaming procedures are reviewed. Evaluation during mainstreaming is

(cont. next page)

also considered. An assessment evaluation checklist and a sample physical education teacher evaluation questionnaire are appended. (DLS)

Descriptors: *Disabilities; *Mainstreaming; *Normalization (Handicapped); *Physical Education

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EJ311943 EC171573

Measuring Teacher Effectiveness from the Teacher's Point of View.

Englert, Carol Sue

Focus on Exceptional Children, v17 n2 p1-15 Oct 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJMAY85

The article focuses on the interpretation of teacher effectiveness in regular and special education within the domains of classroom management, instructional organization, and teaching presentation. Effective practices of successful teachers are identified within each domain. (CL)

Descriptors: *Classroom Techniques; *Disabilities; Elementary Secondary Education; Self Evaluation (Individuals) Special Education; *Teacher Effectiveness; *Teacher Evaluation ; Teaching Methods

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ED241371 SO015238

Learning About Social Behavior. Implementation Guide.

Favero, Jane; And Others

Glendora Unified School District., CA.

1982

583p.; For supplement dealing with learning disability students, see SO 015 239.

Sponsoring Agency: California State Dept. of Education, Sacramento.

Contract No.: 3281/5539

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; California

Journal Announcement: RIEJUL84

Target Audience: Teachers; Students

Designed for teaching students in regular and special education classes, the guide provides an instructional approach (as opposed to a counseling approach) to teaching social and behavioral skills. This approach, based on the premise that behavioral skills can be developed through instruction, drills, and applied practice, employs concepts from the behavioral dimension of the Structure of Intellect Model of Intelligence, from assertiveness training, and from the work of Paul Ekman and Wallace Friesen on six basic emotions. The project is built around six instructional units (separate units provided for elementary and secondary levels): (1) basic feelings; (2) understanding interpersonal relationships; (3) problem solving; (4) complex social situations; (5) setting and attaining goals; (6) implications of various actions. Teachers assign project activities, which include group discussion, role playing, modeling, and worksheets. Evaluation instruments, instructions for their use, and a discussion of their development and reliability are included in the document. An assertiveness checklist, behavioral checklist, problem solving checklist, Cognition of Behavioral Units (CBU) Test, and an Evaluation of Behavioral Implications (EBI) are included. Teacher inservice and parent meeting outlines conclude the document. (LH)

Descriptors: *Affective Behavior; Assertiveness; *Behavior Change; Behavior Modification; Check Lists; Elementary Secondary Education; Evaluation Methods; Goal Orientation; Instructional Materials; Interpersonal Relationship; Learning Activities; Learning Disabilities; Problem Solving; *Social Behavior; *Social Development; Special Education

Identifiers: PF Project; Structure of Intellect Model of Intelligence

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ED210883 EC140685

The Development of a Least Restrictive Learning Environment. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

Feldis, Dorothyann; Nutter, Ronald E.

National Inservice Network, Bloomington, Ind.

Apr 1981

42p.; For related documents, see EC 140 684-687.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Grant No.: G00781840

Available from: National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEMAY82

Target Audience: Practitioners

The facilitator's guide is for an inservice training module on the development of a least restrictive environment for handicapped children by regular and special education teachers. The guide includes an introductory lecturette providing an overview of least restrictive learning. Activities are suggested to help participants identify the school's human resources, physical resources, and the resources of special programs; and to develop a program in the least restrictive environment for first a hypothetical child and then a real child. Case materials on the hypothetical child are appended. (DB)

Descriptors: *Disabilities; *Educational Resources; Elementary Secondary Education; Human Resources; *Inservice Teacher Education; *Mainstreaming; Program Development

DIALOG File 1: ERIC - 66-90/FEB.

ED257254 EC172581
Modifications, Support and Mainstreaming: Excellence in Mainstreaming Practices and Evaluation.
Ferrara, Steven F.
13 Oct 1984
17p.; Paper presented at the Annual Convention of the Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Geographic Source: U.S.; California
Journal Announcement: RIEOCT85

The paper makes two premises: (1) excellence in mainstreaming requires modifications to regular classroom instructional activities, materials, and assessment, and support and assistance for the teachers making these modifications; (2) one criterion to judge the excellence of evaluation of mainstreaming programs is the degree to which an evaluation examines what modifications and support are occurring in mainstream classes. The paper begins with a review of evidence supporting the efficacy of modifying instruction to accommodate handicapped learners in regular classes, and explains why modifications and support are not implemented in a large number of classrooms. An overview follows of the types of evaluations of mainstreaming efforts conducted in the last 10 or so years. Four studies are then described in detail; these four evaluations attempt to focus on effective mainstreaming practices, including modifications and support. Five sets of guidelines are provided to assist evaluators in identifying effective modification and support practices and in focusing on implementation of these practices in regular classrooms. (Author/CL)

Descriptors: *Disabilities; Elementary Secondary Education; *Mainstreaming; Program Descriptions; *Program Evaluation

ED204956 EC133527
Training Over Time: A Field-Based Model for Inservice Delivery.
Fiechtl, Barbara; And Others
Apr 1981
23p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April, 1981, Session Th-21). Prepared through RIP Advisory Committee, Inc., Nashville, TN.
Sponsoring Agency: Office of Special Education (ED), Washington, D.C.
Grant No.: G007803105
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEDEC81

A field based inservice training program designed to update teaching skills of professionals working with young mainstreamed handicapped children is described. Two programs--Using Skills Effectively and Using Resources Effectively--were conducted in cycles with 73 elementary regular and special education teachers and daycare providers. Class experiences are alternated with work on the job. Sample objectives and progress forms are included. Training results are reported to seven cycles and are grouped by age of children taught. Child performance data were obtained. Followup data indicated that 60% of the trainees who responded 6 weeks after training used their training with other children. Considerations of motivation's effect on performance are addressed. Advantages of the field based model include opportunities for application of the skills, with feedback. (CL)

Descriptors: *Disabilities; Elementary Education; *Feedback *Field Experience Programs; *Inservice Teacher Education; *Mainstreaming; Models; Preschool Education; Program Descriptions; Teaching Skills

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ED143672 TM006243

A Three-Year Evaluation of "Project Mainstream".

Fine, Jo Renee; And Others

[Apr 1977

57p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977) ; Best copy available

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

Three years of evaluation activities were conducted by the Institute for Developmental Studies (IDS) at New York University for the 1973-1976 program years of Project Mainstream, a Title III, ESEA project in New York's Lower Hudson Region. This work was carried out with the cooperation and support of the Yonkers, New York school system. Objectives of Project Mainstream were: (1) to train both regular and special education teachers in the theory and application of behavior analysis; (2) to train teachers in specific procedures for the design of individual student curricula; (3) to re-integrate mildly handicapped special education children gradually back into regular classroom programs; (4) to plan for and guide the gradual role change of the special education teacher from a self-contained role to a resource teacher; and (5) to train and work with parents in developing and applying appropriate behavioral techniques in the home to reinforce their children's progress at school. The primary focus for the evaluation was assessment of the effectiveness of re-integrating mildly handicapped children presently enrolled in special classes into regular classrooms. The evaluation summary, recommendations, and requirements for successful project implementation are included. A sociometric rating scale form and a public opinion survey questionnaire form are

(cont. next page)

also appended. (Author/MV)

Descriptors: Academic Achievement; Administrator Attitudes; *Behavior Change; Behavior Patterns; Classroom Observation Techniques; Cognitive Development; Educational Programs; Elementary Education; Elementary School Students; Individualized Instruction; *Learning Disabilities; *Mainstreaming; Measurement Techniques; *Mild Mental Retardation; Parent Attitudes; Parent Participation; *Participant Satisfaction; *Program Evaluation; Questionnaires ; Self Concept; Social Adjustment; Special Education Teachers Student Attitudes; Teacher Attitudes; Teacher Workshops

Identifiers: Elementary Secondary Education Act Title III; New York (Yonkers); *Project Mainstream; Yonkers Public Schools NY

ED198683 EC132410

Developing Special Education Competencies in Regular Educators: California's Plan.

Finkbeiner, Paul K.; And Others
[1980
20p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL81

California's approach to training regular education teachers to deal with mainstreamed handicapped students as mandated by P.L. 94-142, the Education for All Handicapped Children Act, is described. Training focuses on preservice education and the state's development of competencies regarding exceptional students for teachers and administrators. Implementation considerations of the teaching skill regulations are noted for institutions of higher education and the State Commission for Teacher Preparation and Licensing. A series of workshops on the teaching skills is described. Alternative models--the intrinsic, core component, restructure, transdisciplinary, inservice, and student teaching models--are briefly described. (CL)

Descriptors: *Compliance (Legal); *Disabilities; *Mainstreaming; *Preservice Teacher Education; State Programs *Teacher Education; *Teaching Skills

Identifiers: *California

ED185710 EC123487

Administrative Interventions to Provide Educational Services for Declassified Students.

Fisher, Alan T.
Sep 1979
15p.; Paper presented at the American Psychological Association (New York, NY, September, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S.; Texas

Journal Announcement: RIESEP80

Administrative steps necessary to provide needed educational programs for transitional students (students who have been declassified and are no longer eligible for special education programing) are discussed. The administrative steps include recognizing the new subpopulation of students, arranging for the gradual transfer of students from special education to regular education, determining available alternative programs and funding resources, and providing opportunities for changing teachers' expectations regarding the academic potential of transitional students. Along with the administrative needs, the school psychologist needs to assume a consultative role in assisting instructional personnel in working with transition students. Research is needed in the areas of identification, instruction, and assessing the academic gains of this population in nonspecial educational curricula. (Author/PHR)

Descriptors: *Administrative Change; Administrator Role; Educational Diagnosis; Educational Needs; *Educational Responsibility; Elementary Secondary Education; *Identification; *Intervention; *Mainstreaming; Needs Assessment; Research Needs; School Psychologists; *Slow Learners; Special Programs

Identifiers: *Declassified Students

ED277492 RC015993

Project S.E.R.T. Special Education Training for Regular Educators of Native-Americans.

Foster, Carl
1984
9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAY87

The Bureau of Indian Affairs' (BIA) Chinle Agency mainstreamed 85% of its 230 special education students during the 1983-84 school year. A survey of the agency's regular education teachers revealed that many felt inadequately prepared to teach the mainstreamed special education student. Based on this information, the Special Education Office, in cooperation with the University of Arizona, implemented Project SERT (Special Education for Regular Teachers) training, providing graduate level instruction to 60 regular teachers for 4 months. Analysis of pretest/posttest results indicated that these teachers significantly improved in special education knowledge. Further, a questionnaire completed by participants at the end of the project showed that special education information received was implemented in the classroom. Although the training of regular teachers in special education knowledge and skills was limited to the Chinle Agency, the training program should be considered by all BIA schools. Assuming that the special education practices of the Chinle Agency are widespread, BIA schools are

(cont. next page)

mainstreaming special education students into classrooms with regular teachers who may be inadequately prepared in special education knowledge and skills. In such cases it could be argued that BIA special education students are placed in restrictive mainstream environments which are providing an inappropriate education. (JHZ)

Descriptors: *American Indian Education; American Indians; Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; Program Descriptions; Program Evaluation; School Demography; *Special Education; Teacher Effectiveness; *Teacher Improvement; Teaching Skills

Identifiers: *Arizona (Chinle); *Bureau of Indian Affairs Schools; Navajo (Nation)

ED195077 EC130854

Mainstreaming: The Glenbrook Model.

Franson, Joseph Paul

[1979

11p.; Research conducted at Glenbrook Middle School, Longmeadow, MA.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEAPR81

The author describes an approach to mainstreaming handicapped middle school students in which students were placed in a regular remedial class with a regular education teacher, a special education teacher, and an aide. The model evolved originally because of staffing problems, but achievement in both self confidence and academics resulted in its continuation. It is explained that an earlier decision to have special education courses parallel regular education whenever possible helped to ease the student's transition. The range of special-regular education options and their interrelatonships is depicted in a chart. (CL)

Descriptors: *Disabilities; Elementary Education; Learning Disabilities; *Mainstreaming; Middle Schools; *Mild Disabilities; Program Effectiveness; *Remedial Instruction; Special Education; Teamwork

EJ286398 CG524894

Integrated Counseling Services for Exceptional Children: A Functional, Noncategorical Model.

Frith, Greg H.; And Others

School Counselor, v30 n5 p387-91 May 1983

Available from: UMI

Language: English

Document Type: GENERAL REPORT (140)

Journal Announcement: CIJJAN84

Describes the system-wide counseling program of the Vestavia Hills Public Schools, which facilitates interaction between regular and special education. Special emphasis is placed on three major support systems (staffing considerations, school and community resources, and peer participation) incorporated

into a noncategorical functional model. (JAC)
Descriptors: Counseling Effectiveness; *Counseling Services Elementary Secondary Education; *Mainstreaming; Models; Peer Relationship; Pupil Personnel Services; *School Counseling; *Special Education; Student Development
Identifiers: Vestavia Hills Public Schools AL

EJ378869 EC210952
Evaluation of the Adaptive Learning Environments Model.
Fuchs, Douglas; Fuchs, Lynn S.
Exceptional Children, v55 n2 p115-27 Oct 1988
For related documents, see EC 210 953-954.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
Journal Announcement: CIJMAR89

An evaluation of empirical evidence from three studies published in journal articles and a book chapter indicated insufficient cause to view the Adaptive Learning Environments Model as a successful, large-scale, full-time mainstreaming program for integrating handicapped pupils and remedial/compensatory education students into general education. (Author/JDD)
Descriptors: *Compensatory Education; *Disabilities; Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Mainstreaming; Models; Outcomes of Education; *Program Evaluation; *Remedial Instruction
Identifiers: *Adaptive Learning Environments Model; *Regular and Special Education Relationship

EJ326810 EC181121
A Personal View of Curriculum-Based Assessment.
Gickling, Edward E.; Thompson, Verlinda P.
Exceptional Children, v52 n3 p205-18 Nov 1985
Special Issue: Curriculum Based Assessment.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080)
Journal Announcement: CIJMAR86
Target Audience: Practitioners

Curriculum-based assessment (CBA) is based on three themes: (1) curriculum provides the most basic and meaningful avenue for classroom assessment; (2) curriculum places explicit demands upon the learner; and (3) curriculum must be controlled for academic success. Research has shown CBA effective in promoting good classroom performance, especially with mainstreamed, low-achieving children and those with attention deficit disorder. (Author/CL)
Descriptors: Curriculum; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Student Evaluation
Identifiers: *Curriculum Based Assessment

DIALOG File 1: ERIC - 66-90/FEB.

ED256115 EC1725 3

Operationalizing Academic Learning Time for Low Achieving and Handicapped Mainstreamed Students.

Gickling, Edward E.

Oct 1984

16p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); NON-CLASSROOM MATERIAL (055); CONFERENCE PAPER (150)

Geographic Source: U.S.; Nevada

Journal Announcement: RIESEP85

Target Audience: Practitioners

The paper reviews findings and implications of curriculum based assessment (CBA), an approach focusing on collecting, interpreting, and using data to help lower achieving students have opportunities for success in mainstreamed settings. An instructional delivery model is presented to guage the probability of task success and provide a structure for controlling the difficulties encountered by a teacher in deciding what and how to teach. Three performance levels of student functioning are proposed: frustrational level, instructional level, and independent level. Percentages of challenge provided for the instructional level constitute a manageable set of criteria to evaluate the suitability of students' assessment. Studies are cited to illustrate the use of the model with attention deficit disordered and low achieving students. (CL)

Descriptors: Curriculum Development; *Disabilities; Elementary Secondary Education; *Low Achievement; *Mainstreaming; Models; Student Evaluation; *Teaching Methods *Time on Task

ED208638 EC140307

The Continuing Evolution of Regular and Special Education Collaboration. Resource Report No. 3.

Grayson, Judith M.; And Others

California Regional Resource Center, Los Angeles.

Mar 1980

21p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Contract No.: 300-77-0476

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; California

Journal Announcement: RIEMAR82

The paper examines the status and issues involved in collaboration between special education and regular education, a relationship critical to the implementation of P.L. 94-142, the Education for All Handicapped Children Act. A model for interagency collaboration is applied to the situation, with responsibilities, utilization of resources, and procedures examined in terms of current practice and need. A chart outlines recommended approaches to collaboration through personnel development, demonstrations and model sites, technical assistance networks, new legislation, and an attitude change campaign. (CL)

Descriptors: *Cooperative Planning; Demonstration Programs; *Disabilities; *Educational Cooperation; *Special Education Teachers; Staff Development; Teacher Attitudes; Teachers

Identifiers: Education for All Handicapped Children Act; *Regular and Special Education Cooperation

EJ293960 SO512246

Educating the Severely Mentally Handicapped: Lessons for Mainstream Education.

Hackney, Ann

Oxford Review of Education, v9 n3 p269-75 1983

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Journal Announcement: CIJMAY84

A study of severely mentally retarded children in Great Britain attending regular schools led to a series of recommendations. These include the need for more information exchange between professionals about the students and teaching techniques, improvements in school organization and teacher quality, and a change in attitudes about retardation. (IS)

Descriptors: Access to Education; *Comparative Education; Educational Practices; Educational Research; Elementary Secondary Education; Foreign Countries; Instructional Improvement; *Mainstreaming; *Severe Mental Retardation; Special Education

Identifiers: *Great Britain

ED122479 EC082857

Project S.E.R.T. - Special Education for Regular Teachers.

Hale, Steve; And Others

Apr 1976

10p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); For related information, see EC 082 858

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIESEP76

Evaluated in two field tests with 50 regular teachers was a set of eight instructional modules designed to develop the competencies of regular teachers involved in mainstreaming handicapped children as part of Project SERT (Special Education for Regular Teachers). The following modules were developed: comprehensive special education, formal appraisal, team planning for student program management, informal assessment, organizing content for individual differences,

(cont. next page)

materials selection, classroom management, and evaluation of instruction. Results of the validation process supported the following conclusions: content of the modules was regarded as helpful by regular teachers, both delivery systems (either summer workshop or semester course) were effective in producing perceived competence among participants, participants shared information and ideas with colleagues, there was a positive impact on participants' attitudes toward special education, and participants preferred the 2-week format. (DB)

Descriptors: Elementary Education; Exceptional Child Education; *Handicapped Children; *Inservice Teacher Education ; *Mainstreaming; *Special Education; Teacher Effectiveness; Teachers

Identifiers: *Project SERT

ED039298 UD010032

Modification of Disputing and Talking Out Behaviors with the Teacher as Observer and Experimenter.

Hall, R. Vance; And Others

Kansas Univ., Lawrence. Bureau of Child Research.

Mar 1970

24p.; Paper presented at the Annual Meeting of the American Educational Research Association, Minneapolis, Minn., March 1970

Sponsoring Agency: National Inst. of Child Health and Human Development, Bethesda, Md.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP70

Disputing and talking out behaviors of individual pupils and entire classroom groups in special education classes and regular classes from white middle class areas and from all Negro disadvantaged areas ranging from the first grade to junior high school were studied. The classroom teacher in each case acted as the experimenter and primary observer. Various means of recording behaviors were used and reliability of observation was checked by an outside observer, another teacher, a teacher-aide, a student, or by using a tape recorder. Observation sessions varied from fifteen minutes to an entire school day. After baseline rates were obtained, extinction of inappropriate disputing or talking out behaviors and reinforcement of appropriate behavior with teacher attention, praise, and in some cases a desired classroom activity or a surprise at the end of the week brought a decrease in undesired verbalizations. A reversal of contingencies brought a return to high levels of inappropriate talking, with a return to low levels when reinforcement for appropriate talking was reinstated. The experiments demonstrated that teachers in a variety of classroom settings could obtain reliable observational records and carry out experimental manipulations successfully using resources available in most schools. (Author)

Descriptors: Antisocial Behavior; Behavioral Objectives; *Behavior Change; Black Students; Classroom Observation Techniques; *Classroom Techniques; Disadvantaged Youth;

Elementary School Students; Junior High School Students; Middle Class; *Social Reinforcement; Special Education; *Student Behavior; *Student Teacher Relationship; White Students

EJ366039 EC201629

Examining the Research Base of the Regular Education Initiative: Efficacy Studies and the Adaptive Learning Environments Model.

Hallahan, Daniel P.; And Others

Journal of Learning Disabilities, v21 n1 p29-35,55 Jan 1988

For related documents, see EC 201 625-631.

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJJUN88

The article examines the research used to support the Regular Education Initiative, especially the literature on the efficacy of special education and studies examining the Adaptive Learning Environments Model, a mainstreaming program. The support provided by these lines of research, however, is seen to be minimal. (Author/DB)

Descriptors: Elementary Secondary Education; Evaluation; *Instructional Effectiveness; *Mainstreaming; *Mild Disabilities; *Research Reports

Identifiers: *Adaptive Learning Environments Model; *Special Education Regular Education Relationship

EJ390568 EC212718

Parent Perceptions of the Integration Transition Process: Overcoming Artificial Barriers.

Hanline, Mary Frances; Halvorsen, Ann

Exceptional Children, v55 n6 p487-92 Apr 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJOCT89

Interviews with parents of 14 students with disabilities examined the support parents received during their child's transition to an integrated educational placement. Parents consistently expressed satisfaction with integration and professional and personal support received. Parents stressed local school district commitment, an individualized approach to parent involvement, and ongoing communication with parents. (Author/DB)

Descriptors: *Disabilities; Elementary Secondary Education; Interviews; *Mainstreaming; Opinions; *Parent Attitudes; Parent Influence; *Parent School Relationship; Parent Teacher Cooperation; Preschool Education; *Student Placement; Transitional Programs

DIALOG File 1: ERIC - 66-90/FEB.

ED175212 EC120165
Mainstreaming: Merging Regular and Special Education.
Hasazi, Susan E.; And Others
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
1979
48p.
Available from: Phi Delta Kappa Educational Foundation, 8th Street and Union Avenue, Bloomington, Indiana 47401 ($0.75)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Kansas
Journal Announcement: RIEJAN80

The booklet on mainstreaming looks at the merging of special and regular education as a process rather than as an end. Chapters address the following topics (sample subtopics in parentheses): what is mainstreaming; pros and cons of mainstreaming; forces influencing change in special education (educators, parents and advocacy groups, the courts, federal policy and legislation); the intent of P.L. 94-142, the Education for All Handicapped Children Act (state requirements, local education agency requirements, zero reject model of education, individualized educational program, least restrictive environment, nondiscriminatory testing, and due process safeguards); roles and responsibilities of regular and special educators parent-teacher partnership (professional mishandling of parents and parents' mishandling of professionals); implications for the future (research); and gaining community support. (SBH)

Descriptors: *Change Agents; Elementary Secondary Education *Handicapped Children; Individualized Programs; *Legislation; *Mainstreaming; Parent Teacher Cooperation; State of the Art Reviews; *Teacher Role
Identifiers: *Education for All Handicapped Children Act

EJ360859 EC200440
The Teacher Assistance Team: A Pre-Referral Support System.
Hayek, Robert A.
Focus on Exceptional Children, v20 n1 p1-7 Sep 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); REVIEW LITERATURE (070)
Journal Announcement: CIJFEB88
Target Audience: Administrators; Practitioners

Use of building-level teacher assistance teams (TATs) to provide suggested alternative instructional strategies and support services to regular teachers with problem learners prior to referral to special education is discussed in terms of relationship to special education, purposes, organization and operation, staff training, attitudinal issues, and adoption. (DB)

Descriptors: Attitudes; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Learning Problems; Prevention; *Program Development; Referral; *Teamwork
Identifiers: *Teacher Assistance Teams

EJ396635 EC220916
The Newtonian Mechanistic Paradigm, Special Education, and Contours of Alternatives: An Overview.
Heshusius, Lous
Journal of Learning Disabilities, v22 n7 p403-15 Aug-Sep 1989
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJFEB90

The article examines theoretical reorientations in special education away from the Newtonian mechanistic paradigm toward an emerging holistic paradigm. Recent literature is critiqued for renaming theories as paradigms, thereby providing an illusion of change while leaving fundamental mechanistic assumptions in place. (Author/DB)

Descriptors: *Disabilities; Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Special Education
Identifiers: Newtonian Mechanics; *Paradigm Shifts

EJ366122 EC201812
Preparing Special Educators for Mainstreaming: An Emphasis upon Curriculum.
Hoover, John J.
Teacher Education and Special Education, v10 n2 p58-64 Spr 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJJUN88
Target Audience: Practitioners

Aspects of curriculum affecting the success of mainstreaming handicapped students are considered. The concepts of explicity, hidden, and absent curricula are discussed relative to curricular adaptations. A "Curriculum Adaptation Guide" is presented to assist in the selection and adaptation of curricular elements. (Author/DB)

Descriptors: *Curriculum Development; *Disabilities; Elementary Secondary Education; *Mainstreaming

EJ301798 RC505609
Behavioral Intervention Program for Remediating Mild Emotional/Behavioral Problems in Rural County Elementary Schools.
Hoover, John J.
Education, v104 n3 p287-90 Spr 1984
Available from: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: CIJOCT84
Target Audience: Practitioners

Describes preventative remediation program, developed and

(cont. next page)

implemented by author, for mild emotional/behavioral problems in rural elementary schools which allows students to remain in their regular classroom. Emphasizes consultative team approach utilizing itinerant behavioral specialists, school psychologists, and/or special education teachers, and regular classroom teachers. (NEC)

Descriptors: Behavior Modification; *Behavior Problems; Classroom Environment; *Consultation Programs; Elementary Education; *Emotional Problems; *Intervention; *Rural Education; Small Schools; *Teacher Role

EJ334353 EC182444

Mainstreaming and Cooperative Learning Strategies.

Johnson, David W.; Johnson, Roger T.

Exceptional Children, v52 n6 p553-61 Apr 1986

Special Issue: In Search of Excellence: Instruction that Works in Special Education Classrooms.

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJAUG86

Elements of cooperation learning and the specific actions for implementing it are presented, including positive interdependence, individual accountability, collaborative skills, and group processing. Effects on relationships between disabled and nondisabled students are summarized. The teacher's role in implementing cooperative learning is examined. (Author/CL)

Descriptors: *Cooperation; *Disabilities; Elementary Secondary Education; *Learning Strategies; *Mainstreaming; Peer Relationship; Program Implementation; *Teacher Role; Teaching Methods

EJ334301 EC182292

Special Education Students in Regular Classes: What Happened to the Pyramid?

Junkala, John, Mooney, Jean F.

Journal of Learning Disabilities, v19 n4 p218-21 Apr 1986

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAUG86

Of school districts making high use (HU) and those low use (LU) of regular class placement options, HU special education administrators were generally more positive than LU Ss about mainstreaming and placement issues. HU teachers were more positive than LU teachers on several issues, and principals as a group were dramatically more positive than teachers on almost every issue. (CL)

Descriptors: *Administrator Attitudes; *Disabilities; Elementary Secondary Education; Mainstreaming; *Student Placement; *Teacher Attitudes

ED210885 EC140687

Strategies for Interaction with Severely Handicapped Students. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

Kaye, Nancy L.; And Others

National Inservice Network, Bloomington, Ind.

May 1981

49p.; For related documents, see EC 140 684-686.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Grant No.: G00781840

Available from: National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEMAY82

Target Audience: Practitioners

The facilitator's guide is for an inservice training module (5 or 6 hours) on strategies for interaction with severely handicapped students for regular and special education teachers. Suggested activities include a discussion on professional resources, brainstorming on types of interactions possible with the severely handicapped, identification of settings and activities in the local school where teachers or students might interact with severely handicapped students, development of an action plan to insure that a range of possible interactions with severely handicapped students are implemented at a building level, and giving personal priorities to actions the participant can take to further the educational programs of severely handicapped students. Overheads, worksheets, and a lecture on the goal of education are also included. (DB)

Descriptors: Educational Objectives; Elementary Secondary Education; *Inservice Teacher Education; *Interaction Process Analysis; *Interpersonal Relationship; *Normalization (Handicapped); *Severe Disabilities

EJ366037 EC201627

Improving Services for Problem Learners: Rethinking and Restructuring.

Keogh, Barbara K.

Journal of Learning Disabilities, v21 n1 p19-22 Jan 1988

For related documents, see EC 201 625-631.

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUN88

Target Audience: Policymakers

The proposed merger of special and regular education is analyzed relative to conditions of mild handicap and the capability of the regular education system to serve all pupils effectively. Conditions necessary for restructuring include

(cont. next page)

support for research and evaluation, the study of programs as well as individuals, and multiple program models. (Author/DB)

Descriptors: Elementary Secondary Education; Individual Differences; Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; *Research Needs

Identifiers: *Special Education Regular Education Relationship

EJ349257 EC191641

Effective Teaching for Mainstreamed Students Is Effective Teaching for All Students.

Larrivee, Barbara

Teacher Education and Special Education, v9 n4 p173-79 Fall 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN87

A large-scale longitudinal study identified, through assessment of 118 classroom teachers and selected mainstreamed students (most of whom were learning disabled), 15 effective teaching behaviors for mildly handicapped students, including assignment of learning tasks with high success rates, frequent positive feedback, efficient use of classroom time, and limited punitive interventions. (Author/CB)

Descriptors: Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; Longitudinal Studies; *Mainstreaming; *Mild Disabilities; *Teacher Behavior; Teacher Characteristics; *Teacher Effectiveness

ED252848 CS208671

Training Teachers to Use Research-Based Strategies Improves Student Achievement in Spelling.

Laurent, Cheryl L., Ed.; Stetson, Elton G., Ed.

Education Service Center Region 5, Beaumont, Tex.

May 1984

96p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Texas

Journal Announcement: RIEJUN85

Target Audience: Practitioners

Prepared under provisions of a federal grant for preparing teachers of handicapped students in both regular and special education classrooms, the inservice project described in this report was intended to retrain both regular classroom and special education teachers in a Texas school district in the research-based strategies of spelling instruction. The six chapters of the report contain the following: (1) a description of the grant and its rationale; (2) a review of research supporting the need for teacher retraining, on both a national and a state level; (3) descriptions of two studies conducted in the school district to compare teachers' personal beliefs about spelling and their actual teaching practices and their beliefs about spelling and their personal spelling habits; (4) a description of the phase one training model, which involved a central office administrators' awareness session, a building-level administrators' planning session, training of experimental group teachers, training of the control teachers, and selection of experimental and control classes; (5) the results of a study that investigated the effectiveness of the training program; and (6) a description of the second phase training model, used with volunteer teachers throughout the school district. Extensive appendixes contain copies of test instruments used in the study, tables of data, and materials used in the training program. (FL)

Descriptors: *Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Mainstreaming; *Research Utilization; Special Education; *Spelling Instruction; Teacher Effectiveness; *Teacher Improvement; Teacher Role; Teaching Methods

Identifiers: Elementary Secondary Education Act Title VI; *Theory Practice Relationship

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EJ309602 CG527449

Long-Term Effectiveness of the Adolescent Learning Center: A Challenge to the Concept of Least Restrictive Environment.

LeVine, Elaine; Greer, Martin
Adolescence, v19 n75 p521-26 Fall 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR85

Describes the long-term effectiveness of the Adolescent Learning Center, a model classroom for emotionally disturbed adolescents (N=24). Results on a behavioral checklist, student attitude questionnaire, and parents' questionnaire indicated that gains in emotional adjustment continued to accrue significantly upon the students' return to the public school setting. (JAC)

Descriptors: *Adolescents; *Emotional Disturbances; Followup Studies; *Mainstreaming; Models; Program Effectiveness; Secondary Education; *Special Schools; *Student Adjustment

Identifiers: *Adolescent Learning Center

EJ353991 EC192518

Perceived Training Needs of Regular and Special Education Student Teachers in the Area of Mainstreaming.

Leyser, Yona; Abrams, Peter D.
Exceptional Child, v33 n3 p173-80 Nov 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJSEP87

Responses to a questionnaire revealed that regular education student teachers (N=155) and special education student teachers (N=51) perceived a need for additional training in several similar areas concerned with mainstreaming, including

(cont. next page)

communication, classroom management, evaluation, and professional knowledge needs also identified in the research on practicing teachers. (Author/CB)

Descriptors: Classroom Techniques; Comparative Analysis; *Educational Needs; *Higher Education; Knowledge Level; *Mainstreaming; Preservice Teacher Education; *Public School Teachers; *Special Education Teachers; *Student Teacher Attitudes

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EJ366041 EC201631

Redefining the Applied Research Agenda: Cooperative Learning, Prereferral, Teacher Consultation, and Peer-Mediated Interventions.

Lloyd, John Wills; And Others

Journal of Learning Disabilities, v21 n1 p43-52 Jan 1988

For related documents, see EC 201 625-630.

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJJUN88

Recent literature on four intervention approaches--cooperative learning, prereferral teams, consulting teachers, and peer tutoring--recommended for accommodating atypical learners in general education settings is reviewed. It is concluded that the research to date does not justify reducing special education services. (Author/DB)

Descriptors: Classroom Techniques; Consultation Programs; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mild Disabilities; Peer Teaching; Referral; *Remedial Instruction; Tutoring

Identifiers: Special Education Regular Education Relationship

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ED094022 UD014326

Increasing the Academic Performance of Culturally Disadvantaged Students: A Diamond Among the Glass or the Possibility of a Type I Error.

Loadman, William E.; Parks, A. Lee

Apr 1974

25p.; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIENOV74

The general purposes of the present project were: (1) to develop a multifaceted special education system for providing maximum educational support to children regardless of their classification, (2) to demonstrate this alternative through a noncategorical educational model involving regular and special education in management plans for children regardless of variance in their abilities. The target population consisted of approximately 400 Caucasian, inner-city elementary school students in a large midwestern city, whose general academic performance was severely depressed. The model was to augment the specific instructional skills of the classroom teachers in working with given children or groups of children. Classroom teachers received instruction in building, implementing, and recording the specific instructional activities, concepts, and/or reinforcement techniques for their classroom; the teachers received university credit for implementing these procedures and recording the target behaviors in the classroom. The project was designed to provide a resource center where teachers could seek guidance, suggestions, assistance, and additional materials. Also, a child could be taken there for a brief period each day to be worked with by the project staff. (Author/JM)

Descriptors: Academic Achievement; Achievement Gains; Curriculum; *Disadvantaged; *Elementary School Students; Individualized Instruction; *Inner City; Inservice Teacher Education; *Program Evaluation; Remedial Instruction; Research Methodology; *Special Education; Statistical Analysis; White Students

ED157218 EC110775

Comprehensive Approach to Pupil Planning: Stage I - Classroom Support (Includes Classroom Support Procedures). Experimental Edition.

Mabry, Ann; Kaufman, Martin J.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

[1977

61p.; Some pages in the Procedures may have poor print due to colored print in the original; print on forms may be too small to read easily; For related information, see EC 110 776-778

EDRS Price - MF01/PC03 Plus Postage.

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEDEC78

Target Audience: Practitioners

Presented is Stage I of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide consists of the following: an overview of the CAPP System; an introduction to Stage I on classroom support (which includes a chart of Stage I activities and a breakdown of activities to be performed by the teacher, specialist, and coordinator; and a glossary of acronyms and terms used in the system); instructions for completing each section of the Classroom Support Folder used to document Stage I information; examples of notes and letters for communicating with parents; and procedures for finalizing the Classroom Support Stage. Also provided is a copy of the Classroom Support Folder which contains sections for recording teacher request for support, classroom planning worksheet, plan for alternative strategy, and additional services recommendation. (SBH)

Descriptors: Conceptual Schemes; Decision Making;

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

*Educational Programs; Elementary Secondary Education; *Handicapped Children; *Models; *Program Development; Program Guides; Records (Forms); Student Placement
Identifiers: *Comprehensive Approach to Pupil Planning

EJ294176 TM508604
Mainstreaming Students with Mild Handicaps: Academic and Social Outcomes.
Madden, Nancy A.; Slavin, Robert E.
Review of Educational Research, v53 n4 p519-69 Win 1983
This work was supported by Grant No. G-00-80-01494 from the Office of Special Education, US Department of Education.
Available from: UMI
Language: English
Document Type: REVIEW LITERATURE (070)
Journal Announcement: CIJMAY84
Research contrasting special class placement, partial mainstreaming, and complete mainstreaming of students with mild academic handicaps is critically reviewed. Also reviewed is recent research on programs designed to improve the outcomes of mainstreaming, particularly programs directed at diminishing the rejection of students with mild academic handicaps by their regular class peers. (Author/PN)
Descriptors: *Academic Achievement; *Affective Objectives; Elementary Secondary Education; Emotional Adjustment; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Peer Acceptance; Self Concept; Student Educational Objectives; *Student Placement

EJ326700 EC181011
Procedure for Mainstreaming Handicapped Adolescents into Regular Education Classrooms.
Maher, Charles A.
Techniques, v1 n5 p380-88 Jul 1985
Journal Availability: CPPC, Techniques, 4 Conant Sq., Brandon, VT 05733.
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR86
Results of a study involving 49 special education secondary students revealed that the Goal-Oriented Approach to Learning (enlisting the student's help in developing an appropriate classroom program) was superior to traditional procedures in terms of student attainment of instructional goals and teacher utilization of a greater range of instructional strategies. (CL)
Descriptors: *Disabilities; *Goal Orientation; *Mainstreaming; Secondary Education; *Student Participation; Teaching Methods

ED093141 EC062411
Mainstream Special Education: Issues and Perspectives in Urban Centers.
Mann, Philip H., Ed.

Miami Univ., Coral Gables, Fla.
[1974
172p.; Proceedings of the University of Miami Conference on Special Education in Great Cities
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-0-72-3999(609)
Available from: Council for Exceptional Children 1920 Association Drive, Reston, Virginia 22091 ($3.50, 10% off for 2-9 copies, 20% off for 10 or more copies)
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PROCEEDINGS (021)
Journal Announcement: RIENOV74

Provided are 19 presentations made to 200 participants in a conference on issues of mainstreaming, career education, and teacher education programs for urban handicapped children. Noted are four conference objectives such as improving communication within states between educational agencies and large city special education (SE) personnel. Discussed are SE in cities and procedures for planning the conference. Three papers address the issues of a right to education for all exceptional children, training needs of regular educators, and three D's (decategorization, declassification, and desegregation). Commented on in three papers are labeling and categorization, definitions and classification, and labeling and minority groups. The following are among seven educational agency projects and cooperative programs described: the Maryland design for SE services, Portland's public school prescriptive education program, East Cleveland's program for urban education, the Houston plan for retraining regular class teachers, the school/university teacher training program in Madison, and a California model for development centers. Discussed in five presentations are university teacher education programs which focus on the following areas: training of regular teachers in learning disabilities, computer assisted renewal education, training of regular teachers in SE, a clinical teacher model for interrelated SE areas, and programed environments for the mentally retarded. Future SE projects are reviewed in relation to a national technical assistance system. Reported is favorable evaluation by participants. (MC)

Descriptors: Agency Cooperation; Career Education; Classification; Conference Reports; Cooperative Programs; Equal Education; *Exceptional Child Education; Handicapped Children; *Institutes (Training Programs); Mainstreaming; Normalization (Handicapped); *Program Descriptions; *Teacher Education; *Urban Education

ED209274 TM810767

An Evaluation of the Professional Development Sequence on "The Slow Learner in the Secondary School".

Marble, W. O., Jr.
Burnaby School District (British Columbia).

(cont. next page)

Feb 1980
44p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEMAR82

The major objective of this evaluation was to determine whether "The Slow Learner in the Secondary Schools" program had any impact on the educational environment of the slower learners in Burnaby (B.C.). The objective of the program was to produce measurable impact regarding changes in the attitudes, instructional strategies, curriculum, and use of resource materials of the professional staff. The program provided for inservice education of special education and regular teachers such skills as preparing Individualized Educational Programs (IEP's), assessment of slow learners, and use of available resources and resource persons. Evaluation data included interviews, a questionnaire, and a needs assessment survey. Though the most common provision for slow learners is referral to the Learning Assistance Center, the attitudes of regular classroom teachers did make a positive shift after program participation. (Author/BW)

Descriptors: Foreign Countries; *Inservice Teacher Education ; Mainstreaming; *Program Evaluation; Resource Teachers; Secondary Education; Secondary School Teachers; *Slow Learners ; Special Education; *Teacher Attitudes; *Teacher Improvement

EJ326815 EC181126

Implementing Curriculum-Based Measurement in Special and Regular Education Settings.

Marston, Douglas; Magnusson, Deanne
Exceptional Children, v52 n3 p266-76 Nov 1985
Special Issue: Curriculum Based Assessment.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR86

Two studies document benefits of implementing CBM (curriculum-based measurement) in both special and regular education settings. In Study 1 CBM is demonstrated to be a valid and reliable measurement system that aids teacher decisions regarding student placement, progress, and intervention effectiveness in an elementary school. Study II outlines its implementation in a resource program serving 1,100 mildly handicapped children. (Author/CL)

Descriptors: *Curriculum; Elementary Secondary Education; *Evaluation Methods; *Mild Disabilities; Program Effectiveness ; Program Implementation; *Resource Room Programs
Identifiers: *Curriculum Based Assessment

EJ331124 CS732385

Special Education vs. "Regular" Education: Bridging the Culture Gap.

Martin, David S.

Clearing House, v59 n6 p259-62 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUN86

Examines the gap between educators of handicapped students and educators of nonhandicapped students to discover ways the gap is destructive and ways it can be bridged. (FL)

Descriptors: *Cultural Differences; Elementary Secondary Education; Mainstreaming; *Special Education; *Student Needs; *Teacher Attitudes

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ED102102 SP008880
Special Education and Consulting Teachers.
McKenzie, Hugh S.
Vermont State Dept. of Education, Montpelier. Div. of Special Education and Pupil Personnel Services.; Vermont Univ., Burlington. Coll. of Education.
May 1971
41p.; Based on paper presented at the Banff International Conference on Behavior Modification (3rd, University of Calgary, Calgary 44, Alberta, Canada, April 1971)
Sponsoring Agency: Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75

One of several possible systems for delivering special education services, a consulting teacher approach seeks to manage and educate handicapped children in regular elementary classrooms. Vermont has adopted this approach for certain handicapped children because it is less costly and disruptive, avoids labeling and extensive testing, provides normal peer models, and trains regular teachers in special education. During a 2-year graduate program, students preparing to be consulting teachers receive training in the individualization of instruction, analysis of behavior, and research as well as supervised experience in consulting with and training teachers through services to 32 handicapped children. The training program is evaluated mainly by services students provide to handicapped children. (An 18-item bibliography is included.) (Author)

Descriptors: Behavioral Science Research; *Consultants; Elementary Education; Enrichment; *Graduate Study; *Handicapped Children; Individualized Instruction; *Mainstreaming; Research; Resource Teachers; *Special Education Teachers; Teacher Education
Identifiers: *Vermont

DIALOG File 1: ERIC - 66-90/FEB.

EJ341302 EC190438

Research on Teaching: Opening the Door to Special Education Classrooms.

Morsink, Catherine V.; And Others

Exceptional Children, v53 n1 p32-40 Sep 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)

Journal Announcement: CIJJAN87

The results of teacher effectiveness research in general education are summarized, the best practices in special education are hypothesized, and the discrepancies between prevailing and actual practices are discussed. Areas for future research are suggested based on discrepancies that exist between levels of current practice. (Author/CB)

Descriptors: *Disabilities; *Educational Research; Elementary Secondary Education; Special Education; Special Education Teachers; Teacher Behavior; *Teacher Education; *Teacher Effectiveness; Teaching Methods

Identifiers: *Teaching Research

EJ370478 EC202680

Strategies for Mainstreamed Students.

Moskowitz, Fern C.

Academic Therapy, v23 n5 p541-47 May 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJSEP88

Target Audience: Teachers; Practitioners

Guidelines are presented for assisting classroom teachers in using the strengths of learning-disabled students to help them learn content area material. Specific suggestions are offered for various disabilities, including attention deficits, organizational deficits, auditory processing deficits, visual and visual-motor deficits, language impairments, and memory deficits. (Author/JDD)

Descriptors: Attention Deficit Disorders; Communication Disorders; Elementary Secondary Education; *Learning Disabilities; *Learning Strategies; *Mainstreaming; Organization; Perceptual Handicaps; Student Behavior; *Teacher Role; *Teaching Methods

Identifiers: *Content Learning; Memory Deficits

ED271918 EC190226

Avoiding or Limiting Special Education Referrals: Changes and Challenges.

Nevin, Ann

26 May 1986

26p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); REVIEW LITERATURE (070)
Geographic Source: U.S.; Vermont
Journal Announcement: RIEDEC86

The major hypothesis of the paper is that as mainstream education broadens its tolerance for individual differences and as mainstream educators gain in the skill and knowledge to individualize instruction, few if any students need to be referred for services delivered outside the general education system. The paper organizes reports from "state of the art" research and practice according to underlying methods and practices which strengthen the mainstream: adaptations of curricula and classroom management systems; teacher development (e.g., inservice training) and administrative management strategies; and early interventions. Recommendations for policy, training and research are proposed, including models to integrate training of regular and special educators. The paper concludes that a creative reformation of schools in general is needed. A 15-page list of references concludes the document. (Author/CL)

Descriptors: *Classroom Techniques; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; *Referral; *Special Education; Teaching Methods

ED212560 SP019399

Mainstreaming: Who? Why? When? How?

Nissman, Blossom S.
Central Burlington County Region for Special Education, N.J.
1980
25p.

Sponsoring Agency: New Jersey State Dept. of Education, Trenton.
Available from: Guidance Awareness Publications, Box 106, Rancocas, NJ 08073 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); TEACHING GUIDE (052)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUN82
Target Audience: Practitioners

This booklet defines mainstreaming procedures through brief responses to questions on: students that should be mainstreamed; the most effective time for mainstreaming a student; why mainstreaming is effective for children with special needs; and how the move from special education to regular class placement can be facilitated. Profiles are presented of specific experiences of regular teachers in dealing with disabled children in their classrooms. A checklist is provided for identifying seven areas in which learning problems may occur: (1) motor development; (2) visual perception; (3) visual motor (4) spatial organization; (5)

(cont. next page)

regulation behavior; (6) language development; and (7) personality development. A copy of a special education mainstreaming form used to report student progress is included. (JD)

Descriptors: Classroom Environment; *Classroom Techniques; Developmental Disabilities; Elementary Secondary Education; Individual Development; Learning Disabilities; *Mainstreaming Socialization; *Special Education; Student Behavior; *Student Placement; *Teacher Role; Teaching Methods

ED213155 EC141106

A Subject Guide to Periodical Literature in Special Education and Allied Fields. Revised Edition.

Norris, Carole L.

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.

1980

61p.

Sponsoring Agency: Montgomery County Intermediate Unit 23, Blue Bell, Pa.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEJUL82

Intended for special education teachers, regular educators working with mainstreamed students, school administrators, resource center personnel, researchers, and students, the guide provides a current and descriptive listing of approximately 125 selected special education periodicals. Section One lists the periodicals alphabetically by title. Each entry contains the following information: title, publisher, frequency of publication, cost, and identification as a journal, index, or newsletter. Entries also include the following descriptions: major subjects covered, intended audience, scope, and focus. Section Two, the Subject Index, groups the periodicals by major subjects covered. All subject headings assigned in this section are cross referenced to the entries which appear in the title section. Among subjects covered are aurally handicapped, child psychology, gifted, learning disabilities, mentally handicapped, rehabilitation, and visually handicapped. (SB)

Descriptors: *Disabilities; Elementary Secondary Education; *Gifted; *Periodicals; *Special Education

EJ132337 CG509771

Special Education and Guidance

Norris, Charles H.

School Guidance Worker, 30, 6, 4-9 Aug 1975

Language: ENGLISH

Journal Announcement: CIJE1976

In an effort to educate each child "to his full humanity" the author describes two priorities for special education: the first is the integration of special education into the regular curriculum at the elementary and junior high level and the second is the introduction of guidance from kindergarten on up. (HMV)

Descriptors: *Counseling; *Counselor Role; Elementary Education; Guidance Programs; *Personality; *Special Education ; State Of The Art Reviews; *Training

ED249220 SP025348

Curriculum Assessment and Modification.

O'Connell-Mason, Christine; Raison, Susan Blom

Minnesota Univ., Minneapolis. National Support Systems Project.

Jul 1982

120p.; For other modules in this series, see ED 238 844 and SP 025 332-354. For the genesis of these modules, see ED 186 399. Reviewed by Evan Jordan and Charlie Lakin.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Grant No.: OEG007902045

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEFEB85

Target Audience: Teachers; Practitioners

This module (part of a series of 24 modules) is on adapting curriculum to the needs of mainstreamed students. The genesis of these materials is in the 10 "clusters of capabilities," outlined in the paper, "A Common Body of Practice for Teachers: The Challenge of Public Law 94-142 to Teacher Education." These clusters form the proposed core of professional knowledge needed by teachers in the future. The module is to be used by teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs. The module includes objectives, scales for assessing the degree to which the identified knowledge and practices are prevalent in an existing teacher education program, and self-assessment test items. Bibliographic references and journal articles on regular and special education curricula are included. (JD)

Descriptors: Change Strategies; *Curriculum Development; Curriculum Evaluation; Higher Education; Instructional Development; Learning Modules; *Mainstreaming; Preservice Teacher Education; *Special Education; *Teacher Education Curriculum; *Teacher Educators

Identifiers: Education for All Handicapped Children Act

EJ354112 EC192645

Interactive Evaluations: Processes for Improving Special Education Leadership Training.

Paolucci-Whitcomb, Phyllis; And Others

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Remedial and Special Education (RASE), v8 n3 p52-61 May-Jun 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJSEP87

Teacher educators of the Instructional Leadership Program at the University of Vermont used interactive evaluation procedures (including numerical, process, and summative approaches) to inform their decisions about program improvement through a new training option for regular and special education leaders. (CB)

Descriptors: *Disabilities; Evaluation Methods; *Evaluation Utilization; Formative Evaluation; Higher Education; *Leadership Training; *Program Improvement; Special Education Summative Evaluation; *Teacher Education; Teacher Educators
Identifiers: University of Vermont

ED203538 EC132802

Interrelationship Between Regular and Special Education Service Delivery Systems for Intervention Attitude of Acceptance Toward Exceptional Children: Participant's Manual. Activity Directions, Exceptional Child Component.

Peterson, Diana K.; Whitmore, Ladonna
Rocky Mountain Teacher Corps Network, Landers, Wyo.
[1980
54p.; Print is small. For related documents, see EC 132 801-809.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055); INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Wyoming
Journal Announcement: RIENOV81
Target Audience: Practitioners; Students

The participant's manual contains activity direction for a teacher workshop focusing on the interrelationship between regular and special education, service delivery systems for intervention, and attitude of acceptance toward exceptional children. Activities correspond to the ten workshop objectives: to define the concept of mainstreaming, to write a rationale for mainstream education, to compare and contrast mainstream education with traditional special programs, to describe the various instructional models and the role relationships of personnel within each, to become aware of the way in which differences set people apart, to describe the classifications and characteristics of special students, to compare and contrast academic information versus labels as aids in planning for instruction, to appreciate the sense of being "different" as experienced by special students, to describe the ways in which expectations and stereotypes of others affect responses/learning/relationships, and to identify positive characteristics in labeled special students.

The bulk of the document provides definitions, behavioral characteristics, educational treatment, and readings related to specific exceptionalities. (SB)

Descriptors: *Cooperation; *Definitions; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; Mainstreaming; Student Characteristics; Teacher Workshops; *Teaching Methods

ED203537 EC132801

Interrelationship Between Regular and Special Education Service Delivery Systems for Intervention Attitude of Acceptance Toward Exceptional Children: Facilitator's Manual. Exceptional Child Component.

Peterson, Diana K.; Whitmore, Ladonna
Rocky Mountain Teacher Corps Network, Landers, Wyo.
[1980
76p.; Print is small. For related documents, see EC 132 802-809.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Wyoming
Journal Announcement: RIENOV81

The facilitator's manual offers guidelines for conducting a workshop for regular educators which focuses on the following objectives--writing a rationale for mainstream education, describing the various instructional models and the role relationships of personnel within each, describing the characteristics and classifications of special students (both handicapped and gifted), and understanding the ways in which expectations and stereotypes of others affect responses/learning/relationships. Sections cover general and specific workshop objectives; materials, space, and equipment; evaluation of the training session; and directions for conducting the workshop. Included among workshop materials are masters for transparencies, articles for service delivery systems, a teacher training program order form, a materials price list, a bibliography, and a list of agencies for the gifted. (SB)

Descriptors: Attitudes; Cooperation; Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; *Group Activities; Mainstreaming; *Teacher Workshops

EJ347255 EC191336

The National Education Reports and Special Education: Implications for Teacher Preparation.

Pugach, Marleen
Exceptional Children, v53 n4 p308-14 Jan 1987
For related documents, see EC 191 334-339.
Available from: UMI
Language: English

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DIALOG File 1: ERIC - 66-90/FEB.

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY87

The content and structure of teacher education are examined in light of proposed educational reform as outlined in recent national reports. The need to reconceptualize the preparation of teachers of the mildly handicapped as a response to current efforts to improve the preparation of general classroom teachers is addressed. (Author)

Descriptors: Educational Change; *Educational Policy; *Educational Trends; Elementary Secondary Education; National Surveys; *Special Education; *Teacher Education; *Teacher Education Curriculum

ED240079 SP023697

Reconceptualizing Support Services for Classroom Teachers: Implications for Teacher Education.

Pugach, Marleen; Lilly, M. Stephen
Feb 1984

23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (36th, San Antonio, TX, February 1-4, 1984).

EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUN84
Target Audience: Teachers

A critical examination of problems in delivery services to students with mild learning and behavior problems points out weaknesses in special education programs. These programs have grown indiscriminately, resulting in over-identification of "handicapped" students. The special education placement system is time-consuming and is not the most effective alternative if the goal is to support teachers and help students succeed in the regular classroom. Special education diagnostic, labeling, and instructional procedures have always set it apart from regular education, and presumed differences between students, teachers, and curricular approaches in special and regular education have been overstressed. Increasing numbers of educators are recognizing this "myth of differentness" and are starting to build a common ground, free from misleading categorical labels for children and teachers, and focusing on defining the common elements of regular and special education. Accepting diversity as a norm for regular classrooms can lead to development of alternative group structures, intensive tutoring, or alternative pacing, and these services can be provided by support teachers working within the classroom with the regular teacher. A redefinition is needed in schools of education of the appropriate relationship between programs preparing classroom teachers and those preparing support services personnel. (JD)

Descriptors: Elementary Secondary Education; Learning Disabilities; *Mainstreaming; Mild Mental Retardation; Remedial Programs; *Resource Teachers; *Shared Services; *Special Education; *Teacher Education; Teacher Role;

*Teamwork

ED175177 EC115095

The Learning Disabilities Manual: Recommended Procedures and Practices.

Pysh, Margaret Van Dusen; Chalfant, James C.
Illinois State Office of Education, Springfield.
May 1978
220p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJAN80
Government: State
Target Audience: Practitioners

Designed for regular and special education administrators, diagnosticians, and teachers, the manual describes recommended practices and procedures for identifying and serving LD (learning disabled) children, as required by Illinois state and federal regulations. The manual is divided into the following four topic areas (sample subtopics in parentheses): identification and case study evaluation (definition of LD, screening and referral of high risk students, the comprehensive case study evaluation, eligibility for LD services, individualized education programs); educational program alternatives (continuum of services, transition between levels, program content, professional roles); measurement of student progress and program effectiveness (data collection, program evaluation, case studies); and inservice training (identification of inservice needs, planning considerations, and program evaluation). (CL)

Descriptors: Evaluation Methods; *Identification; Individualized Programs; *Inservice Teacher Education; *Learning Disabilities; *Program Evaluation; Referral; Screening Tests; *Standards; Student Evaluation
Identifiers: Illinois

EJ347218 EC191299

Developing a Consulting Program in Special Education: Implementation and Interventions.

Reisberg, Lenny; Wolf, Ronald
Focus on Exceptional Children, v19 n3 p1-14 Nov 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJMAY87

The article presents a five-step model for implementing a consulting teacher model and effective interventions for mildly handicapped students in regular education settings.

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Interventions include principles of effective teaching, mastery learning, peer and cross-age tutoring, cooperative learning groups, and instruction in metacognitive learning strategies. (DB)

Descriptors: *Consultants; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mainstreaming; Mastery Learning; Metacognition; *Mild Disabilities; Models; *Program Development; Resource Teachers

EJ175747 EC102479

The Interface Between Regular and Special Education

Reynolds, Maynard C.; Birch, Jack W.

Teacher Education and Special Education, 1, 1, 12-27 F 1977

Language: ENGLISH

Journal Announcement: CIJE1978

Available from: Teacher Education and Special Education, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. The authors suggest twelve areas for developing mainstream programs in which regular and special educators can work together. (CL)

Descriptors: Accountability; Delivery Systems; *Education; Elementary Secondary Education; *Handicapped Children; *Mainstreaming; Rating Scales; *Special Education

ED145626# EC102651

Teaching Exceptional Children in All America's Schools: A First Course for Teachers and Principals.

Reynolds, Maynard C.; Birch, Jack W.

Council for Exceptional Children, Reston, Va.

1977

782p.

Available from: The Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($15.00, Publication No. 165)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEMAR78

Intended for pre and inservice training of regular and special education teachers, the textbook offers a mainstream approach to educating handicapped and gifted students. The first two chapters give an historical overview of the development of special education and discuss some of the major conceptual shifts that seem to be inherent in the mainstreaming movement. Chapter 3 focuses on assessment of both programs and students, and chapter 4 considers how student and program assessments can be matched to provide individualized programs for each exceptional student with particular emphasis on the parents' role in the planning process. Seven chapters provide information on the state of the art in the following areas: giftedness and talents, mental retardation, learning disabilities and behavior disorders, physical and health impairments, speech problems, hearing impairments, and visual impairments. Additional chapters cover emerging trends in school personnel roles and instructional procedures; emerging programs relating to early childhood education, child neglect and abuse, drug handicapped learners, and school age parents; and present problems and issues that appear to hold strong portents for the future development of public school operations. For each issue considered, the authors contrast the prevailing practices with preferred approaches. Each of the 14 chapters begins with suggestions for students and instructor on how to develop the topic into a learning unit with additional resources and activities. Appended are the names and addresses of organizations agencies concerned with exceptional persons and information on teacher training materials. (SBH)

Descriptors: Behavior Problems; *Educational Trends; Elementary Secondary Education; *Gifted; *Handicapped Children ; Hearing Impairments; History; Individualized Programs; Learning Disabilities; *Mainstreaming; Mental Retardation; Parent Role; Physical Disabilities; Program Evaluation; *Special Education; Special Health Problems; Speech Handicaps Student Evaluation; *Teacher Role; Teaching Methods; Textbooks ; Visual Impairments

ED231152 EC152597

The Future of Mainstreaming: Next Steps in Teacher Education.

Reynolds, Maynard C., Ed.

Minnesota Univ., Minneapolis. National Support Systems Project.

1982

91p.; Papers presented at the annual meeting of the Dean's Grant Projects (7th, Bloomington, MN, April 28-30, 1982).

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Grant No.: OEG007902045

Report No.: ISBN-0-86586-145-5

Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 267; $8.50, $7.23 member price; contact CEC for discount on quantity orders).

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: BOOK (010); CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIENOV83

Target Audience: Practitioners

Eight papers from a 1982 meeting of the Dean's Grant Projects examine issues related to the current status and future needs of mainstreaming handicapped students. M. Reynolds begins with "Facing the Future in Dean's Grant Projects," in which he examines the progress of Dean's Grants and suggests that the future will bring problems regarding classifications, changing social situations, and related services. In "The 1980s: Teacher Preparation Programs, Handicapped Children, and the Courts," T. Gilhool recaps relevant litigation concerning state of the art vs. state of

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the practice. R. Johnson and D. Johnson suggest ways to promote constructive student-student interaction in "The Social Structure of School Classrooms." "Foundations Aspects of Teacher-Education Programs: A Look to the Future" by C. Lucas suggests the need for major reforms in the role of educational foundations courses. In "A Time to Move for Quality in Teacher Education," D. Scannell identifies reasons for the need to initiate a major effort for excellence in teacher education. S. Lilly considers issues in mainstreaming in "The Education of Mildly Handicapped Children and Implications for Teacher Education," including the need to prepare special educators as well as regular educators. E. Sontag addresses the issues of relationships between special and regular education, the quality of educational programs, and the future of regular education preservice in his paper, "Perspectives on the Status and Future of Special Education and Regular Education." A. E. Blackhurst describes efforts at the University of Kentucky in "Noncategorical Special Education Teacher Preparation," and lists such benefits as better prepared teachers and reduced stereotyping. (CL)

Descriptors: *Disabilities; Elementary Secondary Education; Foundations of Education; *Mainstreaming; Mild Disabilities; Peer Acceptance; *Preservice Teacher Education; *Teacher Education

Identifiers: *Deans Grant Project

ED152060 EC110196

Futures of Education for Exceptional Students: Emerging Structures.

Reynolds, Maynard C., Ed.

Minnesota Univ., Minneapolis. National Support Systems Project.

1978

295p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Grant No.: 600-75-9013

Available from: Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, Virginia 22091 ($5.50, Publication No. 170)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEAUG78

The book presents excerpts from a conference on future trends in special education. The first section includes seven papers: "Mainstreaming: Dilemmas, Opposition, Opportunities" (S. Sarason); "Pirandello in the Classroom: On the Possibility of Equal Educational Opportunity in American Culture" (R. McDermott and J. Aron); "Special Education and the Future: Some Questions to be Answered and Answers to be Questioned" (R. Jones); "Life-Long Learning by Handicapped Persons" (A. Chickering and J. Chickering); "Organizational Needs for Quality Special Education" (J. Gallagher); "Some Economic Considerations in Educating Handicapped Children" (H. Levin); and "Three Years Past 1984" (R. Schiefelbusch and R. Hoyt, Jr.). Responses of nine participants to the papers and to such issues as teacher education and the relationship between regular and special education are also presented. (CL)

Descriptors: Conference Reports; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Handicapped Children; Mainstreaming; *Special Education; Teacher Education

ED056432 EC040378

Exceptional Children in Regular Classrooms.

Reynolds, Maynard C., Ed.; Davis, Malcolm D., Ed.

Minnesota Univ., Minneapolis. Dept. of Special Education.

1971

133p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Available from: Dept. of Audio-Visual Extension, University of Minnesota, 2037 University Avenue, S.E., Minneapolis, Minnesota 55455 ($1.95)

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR72

Presented are 16 brief essays concerned with strategies of heterogeneous grouping, administrative change, teacher qualifications, and teacher education for improving regular educational services for handicapped children. The essays were written to widen perspectives on the means by which the Special Education Training Branch of the Bureau for Educational Personnel Development (BEPD) might accomplish its mission. Authors address themselves to the following issues: relationship of regular and special education; integration of regular and special education; effects of integration of regular and special education; administrative change needed for integrating regular and special education; qualifications of regular teachers in teaching exceptional children; additional training for regular teachers; supportive help for regular teachers; school structure; roles of school psychologists and other personnel workers in an integrated system; training programs needed by regular teachers that can be provided by BEPD; and existing programs of integrated regular and special education. (CB)

Descriptors: Administrative Change; *Exceptional Child Education; *Handicapped Children; *Heterogeneous Grouping; *Teacher Education; *Teacher Qualifications

EJ257970 EC140806

Instructional Variables that Make a Difference: Attention to Task and Beyond.

Rieth, Herbert J.; And Others

Exceptional Education Quarterly, Attention Disorders: Implications for the Classroom v2 n3 p61-71 Nov 1981

Language: English

Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)

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DIALOG File 1: ERIC - 66-90/FEB.

Journal Announcement: CIJJUN82

Three procedures for increasing the disabled students' academic learning time(ALT)by maximizing allocation time, engagement time, and success rate are discussed, and a direct instructional model for enhancing ALT in both regular and special education environments is described. (CL)

Descriptors: *Disabilities; Elementary Secondary Education; *Models; *Teaching Methods; *Time on Task

Identifiers: *Academic Learning Time

EJ342598 EC190544

Teaching Mainstreamed Children to Manage Daily Transitions.

Rosenkoetter, Sharon E.; Fowler, Susan A.

Teaching Exceptional Children, v19 n1 p20-23 Sep 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJFEB87

Target Audience: Teachers; Practitioners

Based on a study of the differences between the way regular and special education teachers handle classroom transitions, this discussion suggests seven steps special education teachers should take to aid students in classroom transitions. A list of 24 different transition cues is included. (JC)

Descriptors: *Classroom Techniques; Elementary Education; *Learning Disabilities; *Mainstreaming; *Special Classes; Special Education; Special Education Teachers; *Teacher Role

Identifiers: *Classroom Transitions

ED194516 SP017070

Toward Preparation Programs Responsive to the Educational Needs of Handicapped Children. The Final Report of the Dean's Grant Project on Mainstreaming, 1978-80.

Ruch, Charles P.; Chester, Candace W.

Virginia Commonwealth Univ., Richmond.

Oct 1980

140p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant No.: G007801524

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEMAR81

This report documents the collaborative efforts of faculty and students in the School of Education at Virginia Commonwealth University to revise the regular program for elementary teachers so that teachers will be adequately prepared to meet the demands of mainstreaming. This two-year effort focused on developing skills in providing relevant instruction for exceptional children in regular classrooms. The project was organized into two components. First, a small teams/big team design focused on changes for the elementary program. Second, support activities were organized to extend project efforts beyond the elementary program and generate new teacher education materials. The organizing structure featured a series of small mainstreaming development teams. Each team was comprised of a faculty member from special education, two from general education, and a graduate assistant. Each team was responsible for the design, development, and field evaluation of a series of learning activities to be incorporated directly into the present preservice elementary teacher education program. These teams, together with other key personnel, combined to form an overall project team for curriculum planning and development. The teaming arrangement provided a useful mechanism for general and special education faculty to learn from each other. A significant number of instructional materials were developed and are in use in elementary education courses. (JD)

Descriptors: *Change Strategies; Cooperative Planning; Curriculum Development; Educational Change; Educational Resources; Elementary Education; Exceptional Persons; *Faculty Development; Higher Education; *Mainstreaming; *Preservice Teacher Education; *Program Development; Program Evaluation; School Responsibility; Teacher Education; *Teamwork

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ED245452 EC162730

The Use of Multiple Procedures in the Integration of Students with Severe Handicapping Conditions.

Sasso, Gary M.; And Others

Nov 1983

38p.; Paper presented at the Annual Conference of the Association for the Severely Handicapped (10th, San Francisco, CA, November 3-5, 1983).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; Colorado

Journal Announcement: RIENOV84

To make integration of severely handicapped students successful, efforts should be carried out jointly by regular and special educators and include programs for both regular and special education students. Suggestions are provided for developing and implementing curricular interventions, structured interaction activities, and social skill training. A training format for social skills training lists nine objectives, and an example of a lunchtime interaction training program with four adolescent males diagnosed as schizophrenic or autistic is provided. A description of an investigation of the effectiveness of multiple integration efforts (curricular intervention, interaction activities, and social skill acquisition) on the attitudes and behavior of nonhandicapped students is also presented. Six severely handicapped autistic children, ages 8-10, and third grade students housed in the same school (but not receiving special educational services) served as the subjects. Results revealed that the

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socialization training program resulted in significant differences for severely handicapped target and control Ss, and that the information plus experience treatment resulted in increased interactions by nonhandicapped with severely handicapped students. (CL)

Descriptors: Elementary Secondary Education; *Interaction; *Interpersonal Competence; *Mainstreaming; *Severe Disabilities; Socialization; *Student Attitudes

EJ259552 EA515254

Using the Team Concept to Facilitate Mainstreaming in Secondary Schools.

Schubert, Marsha; Landers, Mary F.

NASSP Bulletin, v66 n453 p79-84 Apr 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJJUL82

Describes a program in Dayton (Ohio) to train regular teachers, special education teachers, and school psychologists, counselors, or administrators to work cooperatively in planning the best mainstreaming situation for individual students. (Author/WD)

Descriptors: Administrators; *Cooperative Planning; *Mainstreaming; School Counselors; School Psychologists; Secondary Education; *Special Education; Special Education Teachers; Teachers

EJ366040 EC201630

Implementing the Regular Education Initiative in Secondary Schools: A Different Ball Game.

Schumaker, Jean B.; Deshler, Donald D.

Journal of Learning Disabilities, v21 n1 p36-42 Jan 1988

For related documents, see EC 201 625-631.

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUN88

The article reviews potential barriers to implementing the Regular Education Initiative (REI) in secondary schools and then discusses a set of factors central to developing a workable partnership, one that is compatible with the goals of the REI but that also responds to the unique parameters of secondary schools. (Author/DB)

Descriptors: Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities; *Program Implementation; *Secondary Education; *Special Education

Identifiers: *Special Education Regular Education Relationship

ED060609 EC041654

Innovative Non-Categorical Interrelated Projects in the Education of the Handicapped. Proceedings of the Special Study Institute (Washington, D.C., October 14-15, 1971).

Schwartz, Louis; And Others
Florida State Univ., Tallahassee. Coll. of Education.
Jan 1972
90p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL72

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education. (CB)

Descriptors: Conference Reports; *Exceptional Child Education; *Handicapped Children; *Mainstreaming; *Program Proposals; *Teacher Education

ED213196 EC141147

Teaching Handicapped Students Social Studies: A Resource Handbook for K-12 Teachers.

Shaw, Terry, Ed.
National Education Association, Washington, D.C.
1981
64p.; For related documents, see EC 141 174-177.
Report No.: ISBN-0-8106-3180-6
Available from: National Education Association, 1201 16th St., N.W., Washington, DC 20036 (Stock No. 3180-6-00, no price quoted).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: COLLECTION (020); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; District of Columbia
Journal Announcement: RIEJUL82
Target Audience: Practitioners

Written by teachers, the manual contains nine chapters designed to help regular and special education teachers teach social studies to handicapped students in the mainstreamed setting. Chapters have the following titles and authors: "Social Studies in the Mainstreamed Classroom, K-6" (A. Ochoa, S. Shuster); "My Place in Space--Painting Maps on Classroom

(cont. next page)

Floors" (L. Dunne, O. Knudsen); "Teaching Strategies for Middle-Level Handicapped Students" (L. Barnard); "Modifying Study Guides, Practice and Tests for Students with Learning Difficulties at the Secondary Level" (A. Schlick, et al.); "Cooperative Teaching of Senior High Social Studies to Handicapped Students" (R. Lipelt, K. Meyers); "Improving the Handicapped Student's Self-Concept--Classroom Strategies" (G. Elovitz); "The Open Classroom Approach to Teaching Secondary Social Studies for All Students" (L. Biemer); "Notes on Teaching History to Socially, Intellectually, or Academically Handicapped High School Students" (G. Casteel); and "Teaching Social Studies to Low-Achieving Students in the Secondary School" (D. Wiseman, et al.). (DB)

Descriptors: Curriculum Development; *Disabilities; Elementary Secondary Education; History; *Mainstreaming; Maps Open Education; Self Concept; *Social Studies; Spatial Ability ; Teacher Developed Materials; *Teaching Methods; Underachievement

ED037834# EC004280

Special Education in the Regular Classroom. John Day Books in Special Education.

Siegel, Ernest
Jul 1969
171p.

Available from: John Day Company, Inc., Publishers, 200 Madison Avenue, New York, New York 10016 ($5.50)

Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEAUG70

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter. (LE/JM)

Descriptors: Administrator Role; *Behavior; Classroom Techniques; Community Programs; Emotional Disturbances; *Exceptional Child Education; *Handicapped Children; Learning Disabilities; *Mainstreaming; Mental Retardation; Minimal Brain Dysfunction; Self Concept; Slow Learners; Student Problems; Teacher Education; Teacher Role; *Teaching Methods

EJ298150 EC161685

Effects of Cooperative Learning and Individualized Instruction on Mainstreamed Students.

Slavin, Robert E.; And Others

Exceptional Children, v50 n5 p434-43 Feb 1984

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJAUG84

The study examined effects on 117 mainstreamed academically handicapped students (grades 3-5) of an instructional method, Team Assisted Individualization (TAI), that combined cooperative learning with individualized instruction in mathematics. TAI and individualized instruction both had positive effects on social acceptance, attitudes toward math, and on teacher ratings of behavior. No achievement differences were found. (Author/CL)

Descriptors: *Cooperation; Elementary Education; *Individualized Instruction; *Mainstreaming; Mathematics; *Mild Disabilities; Peer Acceptance; Student Attitudes

Identifiers: Team Assisted Individualization

ED122480 EC082858

Meeting Inservice Teacher Education Needs Through Special Projects: Changing Curriculum for Exceptional Children and Special Education for Regular Teachers.

Smith, Richard E.; And Others

Apr 1976

13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); For related information, see EC 082 857

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIESEP76

Described are a Texas special education region's activities with the 3-year Project CCEC (Changing Curriculum for Exceptional Children) which provides training in the application of the theories of J. Piaget to the education of exceptional children, and with Project SERT (Special Education for Regular Teachers) which trains regular classroom teachers in the competencies needed for mainstreaming handicapped children. Briefly described is the training program format of CCEC including the following modules: "Exceptional Learners - A New Approach," "Developmental Theory - Cognitive Development in Children," "Assessment - Piaget's Clinical Model," "The Classroom - Where the Interaction Is." Described for Project SERT are the following instructional modules: "Comprehensive Special Education," "Formal Appraisal," "Team Planning for Student Program Management," "Informal Assessment," "Organizing Content for Individual Differences," "Materials Selection," "Classroom Management," and "Evaluation of Instruction." (DB)

(cont. next page)

Descriptors: *Cognitive Development; *Educational Methods; Elementary Secondary Education; Exceptional Child Education; *Handicapped Children; *Inservice Teacher Education; *Mainstreaming; Regional Programs; State Programs; Teachers

Identifiers: Piaget (Jean); Project CCEC; Project SERT; *Texas

ED190533 SP016458

The Team Approach--An Inservice Training Model for Special Education.

Smith, Tom E. C.; Bradley, Robert H.

[1974

12p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Arkansas

Journal Announcement: RIEDEC80

This paper presents an inservice model that uses the team approach for classrooms with exceptional children. Rather than providing inservice training to large groups of educators, this model proposes training a team of people who will work together in the same school. The team includes regular classroom teachers, special education resource teachers, speech therapists, and counselors. Activities in the model concern: 1) general information about the exceptional students and the educational implications of their handicaps, 2) the various functions of individual team members, and 3) methods and materials to be used in the teaching of the exceptional students. As a result, educators should better understand the roles and abilities of all members of the delivery team. (Author/CJ)

Descriptors: Delivery Systems; Elementary Secondary Education; *Exceptional Persons; *Group Dynamics; *Inservice Teacher Education; Interschool Communication; *Mainstreaming; Program Development; Resource Staff; *Special Education; *Team Teaching

EJ378825 EC210908

Educating Students with Severe Disabilities.

Stainback, Susan; Stainback, William

Teaching Exceptional Children, v21 n1 p16-19 Fall 1988

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)

Journal Announcement: CIJMAR89

Possible strategies to integrate severely disabled students into regular classrooms are offered. Suggestions are given for promoting support among school personnel and parents, designating a support facilitator, developing networks of support, providing instruction naturally, promoting respect, and integrating personnel and resources as well as students. (DB)

Descriptors: Change Agents; *Classroom Techniques; Elementary Secondary Education; Interpersonal Relationship; *Mainstreaming; Parent Attitudes; *Severe Disabilities; Teacher Attitudes; Teaching Methods

EJ367428 EC201895

Facilitating Merger through Personnel Preparation.

Stainback, Susan; Stainback, William

Teacher Education and Special Education, v10 n4 p185-90 Fall 1987

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJUL88

The article presents a rationale for merging special and regular education in elementary/secondary schools. Steps that higher education could initiate to facilitate such a merger include: strengthening collaborative and cooperative efforts, restructuring organizational units, reorganizing program offerings and content, and coordinating with state certification agencies and elementary/secondary schools. (JDD)

Descriptors: *College School Cooperation; Cooperative Planning; Coordination; *Disabilities; Educational Cooperation ; Elementary Secondary Education; Higher Education; Integrated Activities; *Mainstreaming; *Preservice Teacher Education; *School Organization; *Special Education

Identifiers: *Regular and Special Education Relationship

EJ316957 EC172399

The Merger of Special and Regular Education: Can It Be Done? A Response to Lieberman and Mesinger.

Stainback, Susan; Stainback, William

Exceptional Children, v51 n6 p517-21 Apr 1985

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJAUG85

The authors respond to comments on their earlier article in which they proposed the merger of regular and special education. They address the following issues: (1) willingness and capabilities of regular educators; (2) regular and special educator differences; (3) handicapism; (4) adovocacy; (5) service availability; and (6) reality. (CL)

Descriptors: *Disabilities; Educational Philosophy; Elementary Secondary Education; *Special Education

ED286653 PS016867

Enhancing Children's Acceptance of Diverse Peers: Interaction Patterns in Two Mainstreamed Multicultural Day Care Centers.

Swadener, Elizabeth Blue

Mar 1987

(cont. next page)

32p.; Paper presented at the Annual Eastern Symposium on Building Family Strengths (3rd, University Park, PA, March 23-25, 1987) and at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEFEB88

For one school year, the classroom and playground social behaviors of normally developing and developmentally delayed children were analyzed for the occurrence of interactions across gender, across race and ethnicity, and across developmental condition. The potential impact of teachers' nonsexist language, and encouragement of interaction among mainstreamed peers, were also examined. Use of an ethnographic case study approach revealed increasing acceptance of mainstreamed children by peers, as well as several patterns of gender-segregated play. Interaction data showed gender to be used more than race and ethnicity in playmate choices at both centers. More cross-gender friendships were observed at the center with a gender balanced staff. The most gender-segregated play at both centers was seen on the playground and during other gross motor play, followed in frequency by free choice times. During such times, girls were observed attempting to join boys in their play. Implications for early childhood programs and teachers are discussed, along with implications for early childhood programs and the role of techers in promoting children's acceptance of diversity. (Author/RH)

Descriptors: Case Studies; Classroom Observation Techniques *Day Care Centers; *Disabilities; Early Childhood Education; Ethnicity; Ethnography; Longitudinal Studies; *Mainstreaming; *Peer Acceptance; Racial Differences; Sex Differences; *Teacher Influence; Teacher Role

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EJ352448 EC192293

Spotlighting Positive Practices for Mainstreaming.
Thompson, Diana; And Others
Pointer, v31 n1 p34-42 Fall 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJAUG87
Target Audience: Teachers; Practitioners

Teacher contributed practices concerning mainstreaming of handicapped students are grouped into the following categories: regular/special education cooperation and teaming; promoting staff, student, and parent understanding; communication about students and instructional methods; building social skills and self esteem; participation in extracurricular or special programs; and peer helping. (DB)

Descriptors: *Classroom Techniques; *Disabilities; Elementary Secondary Education; Extracurricular Activities; Interpersonal Competence; *Mainstreaming; Parent School

Relationship; Self Esteem; Student Participation; Teaching Methods; Teamwork

EJ257621 CS705819

The Development of Listener-Adapted Communication in Physically Handicapped Children: A Cross-Sectional Study.

Thompson, Teresa L.

Western Journal of Speech Communication, v46 n1 p32-44 Win 1982

Available from: Reprint: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN82

Concludes that handicapped children are deficient in listener-adapted communication but that mainstreaming provides an opportunity to improve these skills, especially as age increases. Mainstreamed handicapped children, however, still do not reach the level of communicative skills of nonhandicapped children. (PD)

Descriptors: *Communication Research; *Communication Skills Elementary School Students; Grade 1; Grade 3; Grade 6; *Interpersonal Competence; *Mainstreaming; *Physical Disabilities; Social Cognition

ED284406 EC200224

The Homecoming Model: Educating Students Who Present Intensive Educational Challenges within Regular Education Environments. A Guide for Establishing Shared Responsibility among Teachers, Administrators and Parents for the Education of Students Who Present Intensive Educational Challenges.

Thousand, Jacqueline S.; And Others

Vermont Univ., Burlington. Center for Developmental Disabilities.

Sep 1986

71p.

Sponsoring Agency: Department of Education, Washington, DC.

Grant No.: G008302852

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Vermont

Journal Announcement: RIEDEC87

Target Audience: Practitioners; Administrators

The report describes the first 3 years of the Homecoming Project, which was designed to return disabled students in regional special education programs to regular classes in 26 local Vermont schools. Fifty-eight such students (of whom 45% were moderately or severely handicapped) were transitioned into regular classes and 19 other students at risk for such placement were maintained in regular education environments. The program model stresses "shared ownership" among regular and special educators and makes use of a local planning team

(cont. next page)

and the consultative services of education specialists. The first chapter provides an overview of the project followed by a chapter which discusses essential ingredients for successful implementation of the model including administrative and instructional staff commitment, team process, and planning. Fifteen steps in the team planning process are outlined in the third chapter. The next chapter looks at the cooperative teaming process, stressing the need to develop positive interdependence, practice collaborative skills, and monitor and discuss team member performance. Characteristics of the educational specialist and three consultation models are discussed next. The final chapter identifies issues related to implementation of the Homecoming model including reasons for local school placement. Among six appendixes are a parent inventory and a survival skills checklist. (DB)

Descriptors: Consultation Programs; *Demonstration Programs *Disabilities; Elementary Secondary Education; *Mainstreaming Models; *Normalization (Handicapped); Prevention; Regional Programs; Severe Disabilities; Student Placement; Teamwork; *Transitional Programs

Identifiers: *Regular and Special Education Cooperation; Vermont

ED289332 EC201293

Enhancing Success of Mainstream Elementary Special Education Students by Teaching Social Skills and Monitoring Behavior and Academic Progress.

Tillona, Salvatore
Mar 1986
101p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY88

Five elementary special education students were mainstreamed to a regular classroom for portions of their school day. A support team, consisting of the school psychologist, the principal, and the guidance counselor, was established to monitor their progress and provide assistance with both behavioral and educational problems. Peer tutors were provided to help each mainstreamed student with his/her academic skills, and lessons in social skills were also given. Results showed that the students were successful both socially and academically, and that the social skills lessons carried over to the classroom. Results also showed that the participating teachers had a positive attitude towards the mainstreaming experience. (JDD)

Descriptors: *Disabilities; Elementary Education; *Interpersonal Competence; *Mainstreaming; Peer Teaching; *Social Support Groups; Student Placement; Teacher Attitudes; *Transitional Programs; Tutoring

ED210884 EC140686

Serving the Young Handicapped Child in the Least Restrictive Environment. Initiating Change Through Inservice Education: A Topical Instructional Modules Series.

Vincent, Lisbeth J.; And Others

National Inservice Network, Bloomington, Ind.

May 1981

36p.; For related documents, see EC 140 684-687.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, D.C.

Grant No.: G00781840

Available from: National Inservice Network, Indiana University, 2853 E. 10th St., Cottage L, Bloomington, IN 47405 ($2.75).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Indiana

Journal Announcement: RIEMAY82

Target Audience: Practitioners

The facilitator's guide is for a four session (8 hours) inservice training module on serving young handicapped children in the least restrictive environment by regular and special education teachers. The guide includes an introductory lecturette providing a rationale for early integrated education of the handicapped and examples of successful programs and procedures. Training sessions are designed to be conducted on a small group (about eight persons) basis with active participation and problem solving by all group members and to provide participants with useable lists of goals and objectives for children. Sessions are outlined according to goals and process. Group activities include discussion of the lecturette, identification of child behaviors which correlate with success in normal classroom environments, identification of educational goals of normal preschool and kindergarten classrooms, and identification of activities to teach independence skills to children of different developmental levels. Suggestions for evaluation of the inservice sessions are given. (DB)

Descriptors: Behavior Patterns; *Disabilities; *Inservice Teacher Education; *Mainstreaming; *Preschool Education; Student Educational Objectives; Success; Teaching Methods

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ED157220 EC110777

Comprehensive Approach to Pupil Planning: Stage III - Instructional Planning (Includes Data Sources Within the CAPP System and Teacher's Instructional Plan). Experimental Edition.

Vlasak, Frances Stetson; Kaufman, Martin J.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

[1977

34p.; Print on page 7 may be too small to read easily; For related information, see EC 110 775-778

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

EDRS Price - MF01/PC02 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Target Audience: Practitioners

Presented is Stage III of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the instructional planning team with sections on the following: Stage III personnel; roles and responsibilities of planning team members; the teacher's instructional plan; and revision of the teacher's instructional plan. Appended are suggested forms for parental involvement and notification and a list of developmental scales and instructional objective banks useful in developing the teacher's instructional plan. Also provided are a sample form for the teacher's instructional plan and a booklet listing data sources within the CAPP System. (SBH)

Descriptors: Conceptual Schemes; Decision Making; Elementary Secondary Education; *Handicapped Children; Instructional Design; *Instructional Programs; Interdisciplinary Approach; *Models; *Program Development; Program Guides; Records (Forms) ; *Teamwork

Identifiers: *Comprehensive Approach to Pupil Planning

ED157219 EC110776

Comprehensive Approach to Pupil Planning: Stage II - Planning and Placement (Includes Planning and Placement Team Meeting Agenda). Experimental Edition.

Vlasak, Frances Stetson; Kaufman, Martin J.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

[1977

46p.; Print in forms may be too small to read easily; For related information, see EC 110 775-778

EDRS Price - MF01/PC02 Plus Postage.
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC78
Target Audience: Practitioners

Presented is Stage II of the Comprehensive Approach to Pupil Planning (CAPP) System, a three-stage model for planning educational interventions in the regular and special education classrooms and for guiding placement decisions. The guide focuses on the evaluation services performed by the Planning and Placement Team (PPT) with sections on the following: Stage II personnel; roles and responsibilities of PPT members; forms for sharing student assessment data; and PPT meeting agenda (which includes determining eligibility for special education services, a review of services provided, and identification of instructional and related resources required to implement selected strategies). Appended are requirements and suggested forms for parental notification and consent, forms for sharing student assessment data, and a special education dismissal form. Also provided is a PPT meeting agenda booklet. (SBH)

Descriptors: Conceptual Schemes; Decision Making; Educational Programs; Elementary Secondary Education;

*Handicapped Children; Interdisciplinary Approach; *Models; *Program Development; Program Guides; *Records (Forms); *Student Placement; *Teamwork
Identifiers: *Comprehensive Approach to Pupil Planning

EJ354109 EC192642
Toward Achieving Educational Excellence for All Students: Program Design and Student Outcomes.
Wang, Margaret C.
Remedial and Special Education (RASE), v8 n3 p25-34 May-Jun 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Journal Announcement: CIJSEP87

A discussion of recent developments and research on school improvement efforts precedes a review of information needs for broadening the data base on implementation and evaluation of innovative school improvement programs for handicapped and nonhandicapped students. A table matches effective classroom learning environments and expected student outcomes. (CB)

Descriptors: *Disabilities; *Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Instructional Effectiveness; *Research Needs; *School Effectiveness

EJ311828 EC171258
An Investigation of the Implementation and Effects of a Full-Time Mainstreaming Program.
Wang, Margaret C.; And Others
Remedial and Special Education (RASE), v5 n6 p21-32 Nov-Dec 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY85

The article reports results of a study on the Adaptive Learning Environment designed to integrate moderately handicapped students in regular classes on a full-time basis. Data supported the ALEM as a feasible and effective approach and identified significant reading and math achievement gains for regular and special education students. (CL)

Descriptors: *Academic Achievement; *Disabilities; *Mainstreaming; Program Effectiveness; Program Evaluation; *Program Implementation; Teaching Methods
Identifiers: *Adaptive Learning Environments Model

EJ298145 EC161680
Effective Special Education in Regular Classes.
Wang, Margaret C.; Birch, Jack W.
Exceptional Children, v50 n5 p391-98 Feb 1984

(cont. next page)

Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG84

A study of 156 K-3 classrooms revealed that the Adaptive Learning Enviornments Model, an educational approach that accommodates, in regular classes, a wider-than-usual range of individual differences, can be implemented effectively in a variety of settings, and that favorable student outcome measures coincide with high degrees of program implementation. (Author/CL)

Descriptors: *Disabilities; *Mainstreaming; *Models; Primary Education; *Program Effectiveness
Identifiers: Adaptive Learning Environments Model

EJ244438 PS510382

Mainstreaming Exceptional Children: Some Instructional Design and Implementation Considerations.

Wang, Margaret C.
Elementary School Journal, v81 n4 p195-221 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); EVALUATIVE REPORT (142); RESEARCH REPORT (143)
Journal Announcement: CIJAUG81

Eight major characteristics of educational programs that aim to successfully accommodate exceptional children in regular classes are identified, discussed, and illustrated. The effectiveness of the implementation of the Adaptive Learning Environments Program in a multiage primary classroom of low and high achievers is reported. (Author/RH)

Descriptors: Academic Achievement; Case Studies; Elementary Education; Emotional Disturbances; *Exceptional Persons; Gifted; Longitudinal Studies; *Mainstreaming; Mental Retardation; Peer Relationship; Program Descriptions; *Program Design; *Program Effectiveness; *Program Implementation; Student Teacher Relationship
Identifiers: *Adaptive Learning Environments Program

ED148093 EC103557

Self-Control of Hyperactivity.

Watson, Daniel L.; Hall, Deborah L.
LaMesa - Spring Valley School District, Calif.
29 Jul 1977
48p.
Sponsoring Agency: California State Dept. of Education, Sacramento.
Grant No.: 76-26-D
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY78

Evaluated with 86 children (grades 4 through 6) in both regular and special education classes were techniques for teaching children self control of hyperactivity in the regular educational setting. Ss were divided into three groups: control group; placebo-control group, receiving sensorimotor training; and the experimental group, receiving a combination of training in relaxation, biofeedback, and cognitive behavior modification. Pre and post evaluation was done on hyperactive behavior, physical performance, attention span, and muscle tension level. Results showed that the experimental group scored significantly higher on reading comprehension skills and reduced hyperactive behavior significantly more than the control groups. (Author/SBH)

Descriptors: *Behavior Change; *Contingency Management; Exceptional Child Research; *Hyperactivity; Intermediate Grades; *Mainstreaming; *Relaxation Training; *Self Control

Identifiers: *Biofeedback

ED254033 EC171742

The Impact of Early Intervention, PL 94-142 and Other Factors on Mainstreaming. Final Report, 3/1/83-4/30/84.

Weissman, Carol Sacker; And Others

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

30 Jul 1984

125p.; Submitted by the Office of Institutional Planning and Research.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Grant No.: G008300028

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; New York

Journal Announcement: RIEJUL85

Two separate studies were conducted to determine what factors contributed to and predicted mainstreaming of handicapped youngsters, and to study the impact of early intervention and P.L. 94-142 (the Education for All Handicapped Children Act) on mainstreaming. In Study A, 434 elementary-level special education student records were examined, and subsequent student placement 1 year later was recorded. Current IQ, data on the family's stability, and a rating of the student's hostile behavior, were the variables that tended to discriminate the most between handicapped youngsters who were placed in less restrictive educational settings and those who remained in a segregated special education school. Study B examined the impact of early intervention (no preschool, regular school, special education preschool) on educational placement in the mainstream continuum for 281 handicapped children, aged 5-8, and compared the amount and type of mainstreaming before and after the implementation of P.L. 94-142. No significant trends were found in either case. However, higher socioeconomic status of parents, regardless of type of early intevention, seemed to indicate a trend toward mainstreaming after the implementation of P.L. 94-142. (JW)

(cont. next page)

Descriptors: *Disabilities; Elementary Education; Followup Studies; *Intervention; *Mainstreaming; Preschool Education; Student Adjustment; Success

Identifiers: *Early Intervention; Education for All Handicapped Children Act

EJ366042 EC201632

Essential Collaborative Consultation Competencies for Regular and Special Educators.

West, J. Frederick; Cannon, Glenna S.

Journal of Learning Disabilities, v21 n1 p56-63,68 Jan 1988

Language: English

Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)

Journal Announcement: CIJJUN88

Using a Delphi technique, a 100-member interdisciplinary, expert panel from 47 states identified 47 competencies in eight categories as essential to collaborative consultation between special and regular educators. Highest ratings were given to interactive communication, collaborative problem solving, and personal characteristics. (Author/DB)

Descriptors: Communication Skills; *Competence; *Consultation Programs; Elementary Secondary Education; Interdisciplinary Approach; *Mainstreaming; *Mild Disabilities ; Teacher Qualifications

Identifiers: Collaborative Consultation; *Special Education Regular Education Relationship; *Teacher Competencies

ED174896 CG013687

The Counselor's Role in Individualized Education Program (IEP) Development.

Wheaton, Peter J.; Vandergriff, Arvil F.

Nov 1978

22p.; Paper presented at the Conference of the Florida Personnel and Guidance Association (29th, Orlando, Florida, November 16-18, 1978); Some pages will not reproduce well

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN80

Training techniques available for school counselors which can be utilized in working with regular classroom teachers, special education teachers, placement committee staffings and in the liaison role currently emerging are described. The materials presented address the following areas of concern: (1) recent trends in special education programming, such as the requirements of Public Law 94-142, which have contributed to a changing counselor role; (2) the challenge of the individualized education program (IEP), which details the unique needs of the handicapped child and is accentuated by the requirement that a group of people develop, implement as well as monitor the program; (3) strategies for effective group problem solving which appear to be the responsibility of the school counselor; and (4) the potential for the counselor's skillfulness in human relations to have a positive effect on a staffing committee's group decision regarding IEP's. The appendices contain the inserts which provide the model and forms for use in developing IEP's. (Author)

Descriptors: *Counselor Role; Educational Innovation; Educational Legislation; Elementary Secondary Education; *Handicapped Students; *Individualized Instruction; *Mainstreaming; Program Descriptions; *Program Development; *Special Education; Student Needs

Identifiers: *Education for All Handicapped Children Act

ED193810 EC130110

A Comparative Analysis of Administrative Role Expectations by Regular and Special Education Personnel. Final Report.

Whitworth, Jerry E.; Hatley, Richard V.
Missouri Univ., Columbia.
Aug 1979
528p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Research Projects Branch.
Bureau No.:443AH80070
Grant No.: G007802651
EDRS Price - MF02/PC22 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEMAR81

To determine the types of training needed by directors of special education, 74 directors and other school personnel (superintendents, special and regular classroom teachers, and building principals) were sent questionnaires designed to obtain their perceptions of training needs, time requirements for training, and time spent at different job activities. Results indicated that few differences existed among position categories concerning the training of special education directors. Differences among personnel were largely a result of the different training of various school positions. Differences between personnel in the two states were largely attributable to differing structures for the delivery of services to exceptional children in Kansas and Missouri. Directors wanted more preparation in the areas of student personnel services, guidance and counseling, and school and community relations. Directors reported spending less time then they would like to in areas such as curriculum development, direct services to children, and parent conferences. The survey instruments are appended. (Author/PHR)

Descriptors: *Administrator Role; Administrators; *Disabilities; Elementary Secondary Education; *Needs Assessment; Principals; Questionnaires; *Special Education; *Special Education Teachers; Superintendents; Time

Identifiers: Kansas; Missouri

DIALOG File 1: ERIC - 66-90/FEB.

ED043998 EC030434
A Resource Guide for the Special Education Teacher: Working with the Mentally Retarded Educable Child.
Wygant, Alice
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
1968
190p.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR71

The guide is intended for special education or regular class teachers of educable mentally handicapped children. A general introduction discusses such children, guiding principles, educational needs, discipline problems, class organization, and direct learning opportunities. A more specific section details curriculum adjustment, planning, communication skills (including social objectives, oral and written communication, handwriting, spelling, reading, phonics, and various inventories and outlines), and computational skills (the concrete to the abstract, goals, guiding principles, problem solving, readiness program, informational and functional arithmetic, measures, vocabulary). Appendixes refer to direct learning materials and how to select and develop a unit. (KW)

Descriptors: Communication Skills; *Exceptional Child Education; Mathematics; Mental Retardation; *Mild Mental Retardation; Social Development; *Teaching Guides

EJ298234 EC161969
Opportunity to Learn for Regular and Special Education Students during Reading Instruction.
Ysseldyke, James E.; And Others
Remedial and Special Education (RASE), v5 n1 p29-37 Jan-Feb 1984
Journal Availability: see EC 161 966.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG84

Observation of 17 learning disabled (LD) and 17 regular education students (grades three and four) during reading revealed few differences in the nature of instructional ecology (task, structure, teacher location, and activity), although LD Ss were given significantly more time for individual structures and received more teacher approval. (Author/CL)

Descriptors: Elementary Education; *Learning Disabilities; *Reading Instruction; Teacher Behavior; *Time Factors (Learning)

ED248220 SP025104
A Staff Development Program: Behavior Management Issues in Mainstreaming.
Zide, Michele Moran; LeBlanc, Patrice
1984

22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (64th, New Orleans, LA, January 28-February 1, 1984).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEJAN85

A training program, for first through eighth grade teachers, was developed to increase their knowledge, skill, and application of behavior management techniques to use with regular and special education students. The program was designed to maximize teacher dialogue in a supportive climate to increase participants' understanding of the complexity of the professional relationships involved in successful behavior management. A model was created which required ongoing input, dialogue, peer coaching, and observation related to the implementation of behavior management strategies. Instructional materials were selected to stimulate critical analysis of strategies. This approach resulted in the identification of techniques matching the teachers' styles. Lecture and activity sessions provided: a conceptual understanding of behavior management systems; techniques for describing, defining, and monitoring behavior; responses to specific problems and strategies for dealing with them; and, teacher self-assessment and observational strategies for evaluating implemented techniques. Teachers learned to observe and coach each other, providing one another with information relative to the specific behavior management strategy being employed. A post-program evaluation form used by participants is appended with an item analysis of results. (JD)

Descriptors: *Behavior Modification; *Classroom Techniques; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; Instructional Materials; *Mainstreaming; *Peer Groups; Teaching Methods; *Teaching Styles

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EJ341349 EC190485

Regular Education/Special Education Initiative. A Position Paper by the ACLD.

Exceptional Parent, v16 n5 p59-64 Sep 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)

Journal Announcement: CIJJAN87

The Association for Children with Learning Disabilities encourages a Regular Education/Special Education Initiative as a system of integrated planning, delivery, and evaluation of the effects of services to disabled children. Specific recommendations regarding the development of pilot projects and competency training for school personnel, related services personnel, parents, and students are presented. (CB)

Descriptors: Competency Based Teacher Education; Delivery

(cont. next page)

Systems; *Educational Legislation; Elementary Secondary Education; *Learning Disabilities; *Mainstreaming; *National Organizations; *Policy Formation; Program Development; Pupil Personnel Services; *Special Education

Identifiers: *Assn for Children with Learning Disabilities; Education for All Handicapped Children Act; Regular Education Special Education Initiative

EJ040718 EC032696

Precision Teaching in Perspective: An Interview with Ogden R. Lindsley

Teaching Exceptional Children, 3, 3, 114-9 Spr 1971

Language: ENGLISH

Journal Announcement: CIJE1971

Origins of precision teaching, how it differs from behavior modification, and implications for regular and special education are described. It is emphasized that it is not an approach to classroom teaching, but a system of monitoring daily performance - a measurement technique to increase efficiency and effectiveness of present teaching methods. (KW)

Descriptors: *Evaluation Methods; *Measurement Techniques; *Precision Teaching; Records (Forms); Teacher Effectiveness; Teaching Methods

ED273085 EC190281

Cooperative Program Initiatives Survey. Results of a Nation-Wide Survey to Identify Existing and Planned Collaborative Training Programs for Allied Health and Education Professionals Serving Children with Handicapping Conditions (A Component of the Project "Training Alliances in Health and Education," 1983-1986).

American Society of Allied Health Professions, Washington, D.C.

[1986

84p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Grant No.: G008301774

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; District of Columbia

Journal Announcement: RIEJAN87

In 1984, the American Society of Allied Health Professionals (ASAHP) conducted a mail survey of "Cooperative Program Initiatives"--seeking to identify current interdisciplinary training programs established to prepare both health and education professionals to meet the needs of youngsters with handicapping conditions and their families. A total of 350 survey forms were mailed to institutional members of ASAHP, the American Association of Colleges for Teacher Education, University Affiliated Facilities (UAFs), and other institutions with a high probability of conducting interdisciplinary training for professionals serving youngsters with handicapping conditions. Of the 111 survey responses received, 60 institutions reported that they are currently involved in collaborative training programs; 20 of these institutions have collaborative training initiatives between health and education, while 14 have collaborative training initiatives within either health or education. Twenty-six UAFs reported having collaborative training initiatives. Information is provided on the 60 programs, including: name and location; contact person; brief description of program; and the fields of study involved--allied health, regular education, special education, medicine, nursing, or dentistry. The survey instrument is appended. (JW)

Descriptors: *Allied Health Occupations Education; *Cooperative Education; Dental Schools; *Disabilities; Higher Education; *Institutional Cooperation; *Interdisciplinary Approach; Medical Education; National Surveys; Nursing Education; Vocational Education

ED273056 EC190250

ACRES Rural Inservice Module Consultation--A Resource for Educators.

American Council on Rural Special Education.; Education Service District 101, Spokane, WA.

Mar 1983

142p.; Printed on colored paper.

Available from: American Council on Rural Special Education, Western Washington University, Bellingham, WA 98225.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Washington

Journal Announcement: RIEJAN87

Target Audience: Practitioners

The resource guide is intended to promote positive relationships among special and regular class teachers in rural areas. An introductory section reviews consultation in the educational setting, noting common practices and errors in the consultation process. Seven components of the consulting process are discussed: (1) identification of students with special needs (pre-referral checklists); (2) consultation services provided by school psychologists (guidelines for working with students with learning problems, classroom management suggestions); (3) use of services of communication disorders specialists (overview of speech and language delays, alternative service delivery systems); (4) use of educational consultants in the regular classroom (special education information network); (5) consultants for hearing and visually impaired students in the mainstream (special equipment, low vision aids); (6) occupational and physical therapists as classroom consultants; and (7) social work consulting (home visits). A section on integrating special programs and a teacher's guide for structuring questions to administrators concludes the guide. (CL)

(cont. next page)

DIALOG File 1: ERIC - 66-90/FEB.

Descriptors: Consultants; *Consultation Programs; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Interprofessional Relationship; Resource Materials; *Rural Areas

ED268753 EC182357

Special Education Council Mainstreaming Study, 1984.

Saint Paul Public Schools, Minn.

Nov 1984

88p.; Report of the "Task Force on Mainstreaming" to the Special Education Council. A tutorial based on this document entitled "Mainstreaming: How It Is Viewed by Teachers, Administrators, and Parents" was presented at the Annual Meeting of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986). Appendix is barely legible.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIESEP86

The task force report describes development and results of a questionnaire on mainstreaming completed by 122 parents of special education students and 458 regular and special education teachers, administrators, and support staff. Findings include the following: special education staff are seen as the most interested, knowledgeable, and supportive of mainstreaming although implementation responsibility of mainstreaming falls on regular educators; class size and teacher workloads are of great concern; regular educators are more concerned with the effects of mainstreaming on regular education students and consider the teacher's attitude less important to the special student's success; and special educators are more concerned about mainstreaming effects on the special education student and generally view the teacher's attitude as critical to student success. Recommendations are offered regarding student count, staffing patterns and needs, inservice education needs, and suggested strategies for improving communication, attitudes, and competencies. An appendix supplies responses to a question on concerns about mainstreaming. (CL)

Descriptors: *Administrator Attitudes; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Parent Attitudes; Success; *Teacher Attitudes; *Teacher Role

Identifiers: *Minnesota (Saint Paul)

ED259517 EC180253

Part 100 Regulations and Special Education: A Guide for Implementation.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

1985

33p.

Report No.: NYSED-85-6546

EDRS Price - MF01/PC02 Plus Postage.

Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC85
Government: State

The guide is intended to help administrators implement Part 100 Regulations of New York which includes special education within the regular education framework rather than as a separate parallel system. The guide provides a summary of major topics within the Part 100 regulations and discusses implications for students with handicapping conditions in the following areas; curricular requirements K-8; requirements for diplomas and certificates; testing, remediation, and alternative testing; second language requirements; guidance programs; conduct and discipline. Within each topic areas, suggestions are offered for planning and implementation. (CL)

Descriptors: Curriculum Development; *Disabilities; Elementary Secondary Education; Equal Education; Graduation Requirements; *State Standards
Identifiers: *New York

ED258433 EC180203

Handbook on Mainstreaming: Nonacademic Activities.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
Feb 1982
48p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIENOV85
Target Audience: Practitioners

The handbook provides broad guidelines, suggestions, and descriptions of effective mainstreaming practices in New York City Public Schools. An initial section reviews factors related to successful mainstreaming, including effective school environment, strong administrative leadership, and parental involvement. Eight general principles for implementation are considered, including establishing and defining the necessary behaviors for all students, identifying staff responsibilities and preparing parents, outlining safety features for participation, and familiarizing staff and children on student needs. Responsibilities are listed for school administrators, special education teachers, regular education teachers, the Division of Special Education Supervisor, and general school staff. Activity suggestions are offered for facilitating mainstreaming in lunch, assemblies, trips, and special events. Activities are presented for elementary and junior high levels and high school levels. Information is given regarding program and safety considerations, strategies for accomplishing activities, and special considerations in regard to specific students. The guide concludes with a listing of resources on mainstreaming

(cont. next page)

(training materials, books for teachers and students, filmstrips, films and videotapes, and kits). (CL)

Descriptors: Administrator Role; *Disabilities; Elementary Secondary Education; Learning Activities; *Mainstreaming; *Program Implementation; Safety; *Staff Role; *Student Attitudes; Teacher Responsibility; Teacher Role

Identifiers: *New York City Board Of Education

ED231132 EC152507

The Educable Mentally Handicapped Student in the Regular Classroom.

Alberta Dept. of Education, Edmonton.

1982

10p.; For related documents, see EC 152 504-511.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: Canada; Alberta

Journal Announcement: RIENOV83

Government: Foreign

Target Audience: Practitioners

The guide provides strategies for integrating educable mentally handicapped students into regular classrooms at most levels in the province of Alberta, Canada. Goals of an integrated program, such as development of a positive self-concept, are described. Three types of integration are noted, such as taking students who are placed in a regular class homeroom to a site for specialized instruction. Next described are the people involved in the integrated program, such as the special education teacher, regular classroom teacher, resource person, parents, and teacher aides. Thirteen suggestions are given for classroom management and work with the educable mentally handicapped student, including developing a warm and friendly relationship with the student and teaching the student to master fewer concepts rather than study many without mastery of any. A short reference list is provided. (MC)

Descriptors: *Classroom Techniques; *Mainstreaming; *Mild Mental Retardation; Self Concept; Student Educational Objectives; *Teacher Role; Teaching Methods

Identifiers: Alberta

ED231099 EC151974

The Teacher Support System: A Model for Referral, Intervention, Assessment and Placement Procedures for Regular and Special Education Students.

Monrovia Unified School District, CA.

May 1982

237p.

Sponsoring Agency: California State Dept. of Education, Sacramento. Div. of Special Education.

Grant No.: 19-64790-81-3293-7100

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California
Journal Announcement: RIENOV83
Target Audience: Practitioners

A project was undertaken to develop a model for the referral, intervention, assessment, and appropriate placement of regular and special education students in one California school district. The district's existing system was rated according to effectiveness, supportiveness, efficiency, clarity, and flexibility. Results were used to develop the new model, which was pilot tested, revealing increases in efficiency, clarity, and flexibility. A final model, the Teacher Support System, was then introduced, which increased effectiveness by providing individual consultations and problem solving in child study team meetings. It was found that the effectiveness and supportiveness of the management system was rated according to the direct attention and assistance give to teachers requesting help; and that the effectiveness and supportiveness were dependent on such outside factors as the availability and quality of alternative classroom programs, resource personnel, and teacher training programs. Appended are two forms of the rating survey and the Teacher Support System Resource Guide which lists detailed procedures for referral, intervention, assessment, and placement. (CL)

Descriptors: *Disabilities; Elementary Secondary Education; Intervention; *Management Information Systems; *Models; Program Evaluation; Referral; Student Placement

ED204911 EC133378

Specific Learning Disabilities: A Handbook.

George Washington Univ., Washington, D.C. Special Education Instructional Materials Center.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Special Education.

[1979

320p.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.:TAANC-A07
Contract No.: 300-77-0482
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); STATISTICAL MATERIAL (110); GENERAL REFERENCE (130)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEDEC81
Government: State
Target Audience: Practitioners

The handbook provides information to aid both regular and special education teachers in managing the curriculum for learning disabled students. Section I provides an introduction to the area of specific learning disabilities with chapters on the diagnostic process and on the distinction between slow learners and specific learning disabilities. Chapters in Section II cover the following areas (sample subtopics in

(cont. next page)

parentheses): the learning disabilities teacher's role (dismissal criteria, continuum of services); developing school programs (materials used successfully in secondary learning disabilities programs, placement procedures); and writing an individual education program (long term goals, tips on reducing individualized education program writing time). A third section outlines seven specific areas (early childhood, reading, spelling, mathematics, handwriting, career/vocational education, spoken language) including a definition of each area, formal and informal diagnostic tests, and a listing of materials and references. Section IV provides information on the data gathering process and the analysis of individual and group statistics. A final section contains a listing of films, test publishers, addresses of test materials, relevant journals, professional organizations, and additional references. Sample forms, worksheets, and checklists are offered throughout the document. (SB)

Descriptors: Curriculum; Data Collection; *Educational Resources; Elementary Secondary Education; Evaluation Methods Individualized Education Programs; *Instructional Materials; *Learning Disabilities; Program Development; Records (Forms); Resource Materials; Student Evaluation; Teacher Role; Tests

SECTION V

ECER Abstracts

DIALOG File 54: ECER/EXCEP CHILD - 66-90/FEB

EC212890
Cooperative Teaching: A Model for General and Special Education Integration.
Bauwens, Jeanne And Others
Remedial and Special Education (RASE) v10 n2 p17-22 Mar-Apr 1989; 1989-Ma/Ap 6P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 141; 120

Cooperative teaching may be a useful service delivery model for facilitating the merger of general and special education. A rationale is presented for use of cooperative teaching, outlining short-term and long-term benefits, implementation options, and potential barriers and techniques to resolve them. (JDD)

DESCRIPTORS: *Disabilities; Elementary Secondary Education; Models; Delivery Systems; *Team Teaching; *Cooperative Planning; *Teaching Methods; *Program Implementation; Program Effectiveness
IDENTIFIERS: *Regular Special Education Relationship

EC172777
Achieving the Complete School: Strategies for Effective Mainstreaming.
Bilken, Douglas
1985- 206P.
Teachers College Press, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($21.95 hard copy; $15.95 paperback).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-8077-2773-3 hard copy; ISBN-0-8077-2772-5 paperback
DOCUMENT TYPE: 010; 055;

The book draws on findings of two studies on successful mainstreaming programs to present examples of principles and practices that work. The first chapter introduces the concept of mainstreaming, addresses issues involved in mainstreaming, and suggests there are four forms: teacher deals, islands in the mainstream (e.g. self-contained classes in regular schools), the dual system, and unconditional mainstreaming. Each of the succeeding four chapters address the particular role of principles, teachers, school district administrators, and parents. The concluding chapter covers five principles that promote fuller integration in schools and society, including that equity requires an institutional commitment, and that normalization must become part of everyday life. (CL)

DESCRIPTORS: *Disabilities; *Mainstreaming; *Educational Philosophy; *Administrator Role; *Teacher Role; *Parent Role; Elementary Secondary Education;

EC192174
Special Educator's Guide to Regular Education.
Lieberman, Laurence M.
1986- 135P.
NOTE: For related document, see EC 170 799.
GloWorm Publications, 45 Sheffield Rd., Newtonville, MA 02160 ($10.95).
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 141; 070; 055;

This book serves as a guide to special education teachers who are working with disabled children who are receiving both mainstreamed ""regular'' education and special education services. The guide's purpose is to provide an impetus for special education teachers to generate ideas and strategies that make sense to regular classroom teachers teaching special needs children in a mainstream setting, subsequently developing a regular education-special education ""interface.'' Special needs children are defined as those children with traditional disabilities as well as those with school-based problems who are not handicapped in the traditional sense. Chapters cover such areas as: classroom and special education teachers' perceptions of responsibility for students and instruction; educational failure; process and content of the regular education-special education interface; remediation and compensation; individual differences and standards among regular and special education teachers; individualized instruction and individualized programming; appropriate school behavior curriculum; methods for teaching regular education formats to special education students; parent involvement; and definition of the regular education-special education interface. (CB)

DESCRIPTORS: *Disabilities; *Special Education Teachers; *Teacher Responsibility; *Mainstreaming; *Educational Cooperation; *Teacher Role; Elementary Secondary Education; Teacher Rights; Individualized Education Programs; Parent Teacher Cooperation; Behavior Problems; Individual Differences ; Remedial Instruction; Individualized Instruction;

EC202174
Teaching Mainstreamed Students--Methods and Techniques.
McCoy, Kathlen M.; Prehm, Herbert J.
1987- 431P.
Love Publishing Company, 1777 S. Bellaire St., Denver, CO 80222 ($29.95).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-89108-131-3
DOCUMENT TYPE: 010; 051

This textbook emphasizes practical guidelines, strategies, and methods that work with exceptional students mainstreamed into regular classrooms. After providing a

(cont. next page)

background of the mainstream movement, philosophy, and labeling practices, the book discusses the specific exceptionalities and proven methods that work with each of them--the learning disabled; mentally retarded; behavior disordered; and physically, visually, and hearing impaired. The next section covers the concept and practice of the Individualized Education Plan, its components, and team involvement in its planning and implementation. Classroom organization and management techniques are presented, including behavior management and the affective components of learning, attitudes, and communicating teacher expectations. The final chapters address the basic skill areas, with specific methods for assessing and teaching them. Reading instruction includes identification of problem areas, the related components of reading, and the major reading strategies, including methods developed specifically for slow learners. The language arts discussion covers oral and written language, spelling, and handwriting. Mathematics evaluation and instruction takes into account the assessment tools, instructional content, and specific techniques for helping children with special learning needs in math. Examples, step-by-step suggestions, and vignettes of typical classroom situations are interspersed throughout the text. (JDD)

DESCRIPTORS: *Disabilities; *Mainstreaming; *Teaching Methods; *Classroom Techniques; *Reading Instruction; *Language Arts; *Mathematics Instruction; Student Evaluation; *Evaluation Methods; Handicap Identification; Elementary Secondary Education; Special Education; Student Behavior; Individualized Education Programs; Affective Behavior; Basic Skills
IDENTIFIERS: Behavior Management

EC202195
Adaptive Mainstreaming: A Primer for Teachers and Principals. Third Edition.
Reynolds, Maynard C.; Birch, Jack W.
1988- 396P.
Longman, Inc., College Division, 95 Church St., White Plains, NY 10601-1505 ($21.95).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-582-28504-6
DOCUMENT TYPE: 010; 052; 055

This book, addressed to teachers and school principals, encourages a noncategorical approach to the provision of special education services whenever possible and advocates the broadest use and interpretation of the least restrictive environment principle. It describes techniques for responding to the needs of a wide range of disabilities in mainstreamed classrooms, but recognizes that certain handicaps and remediations have a clear and distinct knowledge base for teaching that extends well beyond the skills or preparation of regular education teachers and therefore addresses these topics in separate chapters.

Chapter topics include: (1) the concept and practice of mainstreaming; (2) the classification of students; (3) instruction in the mainstream; (4) teaching and teamwork; (5) advanced cognitive development; (6) speech and language impairments; (7) hearing impairments; (8) visual impairments; (9) physical and health impairments; (10) severe and profound handicaps; and (11) facing the future (which addresses such issues as early childhood education, minority students, child neglect and abuse, drug-handicapped learners, and school-age parents). Also included are a chronology of select key dates and events in the development of public education in the United States, 1776-1987, and a list of references and suggested readings. (VW)

DESCRIPTORS: *Disabilities; Elementary Secondary Education; *Mainstreaming; *Educational Diagnosis; *Classroom Techniques *Diagnostic Teaching; *Team Teaching; Gifted; Speech Handicaps ; Language Handicaps; Hearing Impairments; Visual Impairments Physical Disabilities; Severe Disabilities; Minority Group Children; Child Abuse; Drug Abuse; Early Parenthood; History
IDENTIFIERS: *Noncategorical Special Education; Early Intervention

EC220093
Enhancing Success in Heterogeneous Classrooms and Schools: The Powers of Partnership.
Villa, Richard A.; Thousand, Jacqueline S.
Teacher Education and Special Education v11 n4 p144-54 Fall 1988; 1988-Fal 11P.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 142; 080

A discussion of practices associated with successful schooling of students in heterogeneous groupings looks at outcomes-based instructional models, instructional models using peer power, effective use of heterogeneous and multi-age grouping, strategies for redefining school organizational structure, and teacher training content. (MSE)

DESCRIPTORS: *Elementary Secondary Education; *Heterogeneous Grouping; *Educational Strategies; *Institutional Characteristics; *Program Effectiveness; Outcomes of Education ; Peer Influence; Cross Age Teaching; Administrative Organization; Teacher Education

SECTION VI

Resources Not Currently in the Databases

RESOURCES NOT CURRENTLY IN THE DATABASES

Christianson, S.L., Ysseldyke, J.E., & Thurlow, M.L. (1989). Critical instructional factors for students with mild handicaps: An integrative review. *RASE 10*(5), 21–31.

Discover the possibilities. (1988). PEAK Parent Center, 6055 Lehman Drive, Colorado Springs, CO 80918.

Forest, M. (Ed.). (1987). *More education/integration.* Downsview, Ontario: The G. Allan Roeher Institute.

Lilly, M.S. (1989). Teacher preparation. In D.K. Lipsky & A. Gartner (Eds.), *Beyond separate eduation: Quality education for all* (pp. 143–157). Baltimore, MD: Paul H. Brookes.

Lipsky, D.K., & Gartner, A. (1989). School administration and financial arrangements. In S. Stainback, W. Stainback, & M. Forest (Eds.), *Educating all students in the mainstream of regular education* (pp. 105–120). Baltimore, MD: Paul H. Brookes.

Pugach, M. (1988). The consulting teacher in the context of educational reform. *Exceptional Children, 55*(3), 266–277.

Sailor, W. (1989). The educational, social, and vocational integration of students with the most severe disabilities. In D.K. Lipsky & A. Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 53–74). Baltimore, MD: Paul H. Brookes.

Slavin, R.E., Karweit, N.L., & Madden, N.A. (1989). *Effective programs for students at risk.* Needham Heights, MA: Allyn & Bacon.

Stainback, S., Stainback, W., & Forest, M. (1989). *Educating all students in the mainstreaming of regular education.* Baltimore, MD: Paul H. Brookes.

Stainback, S., Stainback, W., & Harris, K. (in press). Support facilitation: An emerging role for special educators. *Teacher Education and Special Education.* (REI Practices).

Stainback, W., & Stainback, S. (in press). *Support systems for educating all students in the mainstream.* Baltimore, MD: Paul H. Brookes.

Thousand, J.S., & Villa, R.A. (1989). Enhancing success in heterogeneous schools. In S. Stainback, W. Stainback, & M. Forest (Eds.), *Educating all students in the mainstream of regular education.* Baltimore, MD: Paul H. Brookes.

Vandercook, T., & York, J. (1988). Integrated education: MAPS to get you there. *Impact, 1*(2), 17.

Walberg, H.J., & Wang, M.C. (1987). Effective educational practices and provisions for individual differences. In M. Wang, M. Reynolds, & H. Walberg (Eds.), *Handbook of special education: Research and practice* (Vol. I), (pp. 113–128). Oxford, England: Pergamon Press.

Wang, M.C. (1989a). Accommodating student diversity through adaptive instruction. In S. Stainback, W. Stainback, & M. Forest (Eds.), *Educating all students in the mainstream of regular education* (pp. 183–197). Baltimore, MD: Paul H. Brookes.

Wang, M.C. (1989b). Adaptive instruction: An alternative for accommodating student diversity through the curriculum. In D.K. Lipsky & A. Gartner (Eds.), *Beyond separate education: Quality education for all* (pp. 99–119). Baltimore, MD: Paul H. Brookes.